

# Resources in Education

EDUCATIONAL RESOURCES  
INFORMATION CENTER

JUNE 1985

VOLUME 20 • NUMBER 6



ED 252 647-253 642



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## SPECIAL ANNOUNCEMENTS

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### ASSOCIATION OF AMERICAN COLLEGES RELEASES REPORT ON BACCALAUREATE DEGREE:

#### ***Integrity in the College Curriculum: A Report to the Academic Community***

The Association of American Colleges (AAC) released on February 11, 1985 the final report of its three-year "Project on Redefining the Meaning and Purpose of Baccalaureate Degrees." The report, entitled *Integrity in the College Curriculum: A Report to the Academic Community*, was prepared by a Select Committee of 18 college and university educators led by AAC President Mark H. Curtis. The Committee sought opinions and perspectives from all facets of higher education, including in-depth responses from eleven selected universities, learned societies, and specialized accrediting organizations.

Featured in the report is a nine-point minimum required curriculum intended to overcome the disarray and "grab bag" qualities that now characterize much of undergraduate education. The elements of the proposed curriculum are:

- Inquiry, Abstract Logical Thinking, Critical Analysis
- Literacy: Writing, Reading, Speaking, Listening
- Understanding Numerical Data
- Historical Consciousness
- Science
- Values
- Art
- International and Multicultural Experiences
- Study In-Depth (of one discipline)

The report is available in original printed copies for a prepaid handling fee of \$3.00 from the Association of American Colleges, Box BDP, 1818 R Street, N.W., Washington, D.C. 20009. It has also been entered into the ERIC database (*Resources in Education*, April 1985) and can be purchased in microfiche and/or reproduced paper copy from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304. (MF \$0.97, PC \$5.65 plus postage; Order # ED 250 059).

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### NATIONAL COMMISSION ON EXCELLENCE IN TEACHER EDUCATION

#### ***Discussion Papers and Hearing Testimony Now Available***

The National Commission on Excellence in Education, whose first report (ED 226 006) was issued in April 1983, has captured the interest and the imagination of the educational community to an unprecedented extent. As a result, it has spawned a series of separate reports on excellence among various subgroups.

During the last half of 1984, a 17-member commission of distinguished educators and political leaders charged with examining *teacher education* and providing a report in early 1985 began a series of five hearings held in major cities across the country. The papers and testimony prepared for these hearings are just now becoming publicly available and ERIC has decided to announce these documents as they are obtained, rather than to wait for the final report.

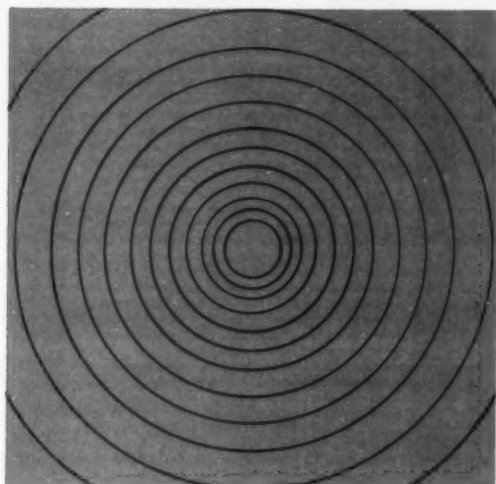
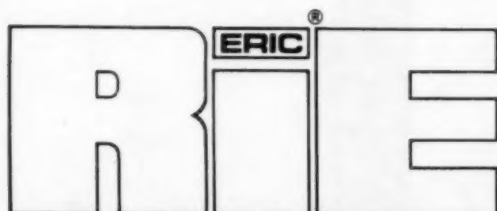
The first issue of *Resources in Education (RIE)* to contain selected papers from the National Commission on Excellence in Teacher Education was the March 1985 issue. The papers can be found listed in the Institution Index under the name of the Commission and are available from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Order by the ERIC accession numbers (ED 250 287-ED 250 317). The Commission final report, *A Call for Change in Teacher Education*, was announced in the May 1985 issue of *RIE* as ED 252 525.

# RESOURCES IN EDUCATION

ED 252 647-253 642

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Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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## Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

## Library of Congress Cataloging in Publication

**Resources in education / Educational Resources Information Center.** — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor].

v. : 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8209r81jrev

### Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

[DNLN: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 581 R432]

Z5813.R4

016.370'78

75-644211

[LB1028]

AACR 2 MARC-S

Library of Congress

76t8209r81jrev

## Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)  
National Institute of Education (NIE)  
U.S. Department of Education  
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*ERIC Document*). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

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# HIGHLIGHTS Of Special Interest

## ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

### Citations (By Clearinghouse)

**ED 252 808** CG 018 044  
Watjen, L. Russell, Comp. And Others.  
Microcomputer Software for Counseling and Student Development.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 149p.

**EDRS Price - MF01/PC06 Plus Postage.**

Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

**ED 252 809** CG 018 054  
Smith, Robert L. Walz, Garry R.  
Counseling and Human Resource Development.  
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 116p.

**EDRS Price - MF01/PC05 Plus Postage.**

Alternate Availability—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

**ED 252 912** EA 016 193  
The Culture of an Effective School. Research Action Brief Number 22.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 5p.

**EDRS Price - MF01/PC01 Plus Postage.**

Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (single issues free).

**ED 252 913** EA 017 260  
Teacher Collegiality. The Best of ERIC on Educational Management Number 78.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 5p.

**EDRS Price - MF01/PC01 Plus Postage.**

Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

**ED 252 960** EA 017 471  
Smith, Stuart C.  
Directory of Organizations & Researchers in Educational Management. Seventh Edition.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 71p.

**EDRS Price - MF01/PC03 Plus Postage.**

Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$7.95, prepaid or purchase order).

**ED 253 '001** EC 171 334  
Scholl, Geraldine T., Ed.  
The School Psychologist and the Exceptional Child.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 265p.

**EDRS Price - MF01/PC11 Plus Postage.**  
Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$18.95, \$16.11 member; Publication No. 300).

**ED 253 011** EC 171 344  
Jordan, June B., Ed.

Effective Schools—Excellence in Urban Special Education. Teaching Exceptional Children. 6Special IssueO.

Journal Cit—Teaching Exceptional Children; v17 n2 Win 1985

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 82p.

**EDRS Price - MF01/PC04 Plus Postage.**

Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (\$15.00 year, \$4.00 single copy).

**ED 253 251** IR 051 015  
Bausser, Jaye

Online Catalogs: Issues and Concerns.  
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 47p.

**EDRS Price - MF01/PC02 Plus Postage.**

Alternate Availability—Information Resources Publications, 030 Huntington Hall, Syracuse University, School of Education, Syracuse, NY 13210 (IR-67; \$6.00 per copy plus \$1.50 shipping and handling).



## RIE Highlights

ED 253 602

UD 024 022

*Schrire, Doris*

**Safe Schools, Sound Schools: Learning in a Non-Disruptive Environment.** ERIC/CUE Diversity Series, Number 89.

Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.; 132p.

EDRS Price - MF01/PC06 Plus Postage.

ED 253 612

UD 024 054

*Thong, Sau-Lim Wing, Linda C.*

**Beyond Angel Island: The Education of Asian Americans.** ERIC/CUE Urban Diversity Series, Number 90, Winter 1985.

ARC Associates, Inc. Oakland, CA.; ERIC Clearinghouse on Urban Education, New York, N.Y.; 52p.

EDRS Price - MF01/PC03 Plus Postage.

## **DOCUMENT SECTION**

# SAMPLE RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance, \*Career Planning, Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, \*National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

**Clearinghouse Accession Number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Informative Abstract.**

**Abstractor's Initials.**

## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA —ERIC Processing and Reference Facility .....	1	JC —Junior Colleges .....	98
CE —Adult, Career, and Vocational Education .....	1	PS —Elementary and Early Childhood Education .....	104
CG —Counseling and Personnel Services .....	18	RC —Rural Education and Small Schools .....	114
CS —Reading and Communication Skills .....	28	SE —Science, Mathematics, and Environmental Education .....	120
EA —Educational Management .....	44	SO —Social Studies/Social Science Education .....	128
EC —Handicapped and Gifted Children .....	56	SP —Teacher Education .....	137
FL —Languages and Linguistics .....	64	TM —Tests, Measurement, and Evaluation .....	143
HE —Higher Education .....	76	UD —Urban Education .....	151
IR —Information Resources .....	88		

### AA

**ED 252 647** AA 001 134

**Resources in Education (RIE). Volume 20, Number 6.**

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 85  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$51.00 (Domestic), \$70.00 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

**Identifiers**—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

### CE

**ED 252 648** CE 039 766

**Hanson, Jean T.**  
**Focus on Excellence. Secondary Vocational Education.**

Minnesota State Advisory Council for Vocational Education, St. Paul; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date—Feb 84

Note—20p.

Pub Type—Information Analyses (070) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Basic Skills, \*Educational Benefits, \*Educational Improvement, Educational Research, Employment Potential, Instructional Improvement, Job Skills, \*Rewards, \*School Role, Secondary Education, \*Technological Advancement, \*Vocational Education

The limited data available on secondary vocational education indicates that secondary vocational education is important. The leadership of the country and of Minnesota have recognized this through legislative endeavor and expenditures for programs. Analyses of statistics show that at least 78 percent of high school students need quality education and training to prepare them to participate in the work force and that unskilled jobs are not available and will not be. Research says that secondary vocational education is effective, but this research lacks a consistent, measurable database. Current studies on education seem to emphasize three themes: (1) there is a link between education and national survival, (2) improvement in the basic instructional program is essential, and (3) time is an extremely important resource in achieving educational goals. Regarding the relationship among basic skills, advanced technology, and vocational education, vocational educators and most of the American public recognize that improved levels of basic skills are needed for students to meet the technological and employment needs of the future. The abundance of research and the conclusions of other surveys should provide a focus for a balanced educational program that strives toward excellence and includes both vocational and academic components. (YLB)

**ED 252 649** CE 039 770

**Lachs, Abraham**  
**Role Playing and the Case Method in Business Education.**

Pub Date—84

Note—24p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Business Education, \*Case Studies, Classroom Techniques, Creativity, Decision Making, Higher Education, Problem Solving, \*Role Playing, Simulation, Skill Development, Social Values, \*Teacher Role, \*Teaching Methods

While the lecture method of instruction is a good way to transmit facts and information, techniques that actively involve the ego of the learner are preferable for affecting attitudes and/or developing conceptual skills. One family of such techniques is known as simulation techniques. Two methods widely used in industry and colleges are role playing

and the case method. In role playing, group members dramatize situations analogous to the problem on which the group is working. Steps for role playing are topic selection, actor selection, determination of background details and a sketch of roles, training of the audience to observe, enactment, discussion and evaluation, and re-enactment. Role playing develops problem-solving skills and positive social values. The teacher's primary role is that of facilitator. In the case method, a group analyzes a written narrative of a situation or problem. Since cases are learner-based and action-oriented, students gain experience in analysis, creativity, decision making, and in accepting responsibility for future consequences. The instructor may play many different roles during the course, although in practice the instructor's role lies somewhere along a continuum with the facilitator and the demonstrator roles at opposite ends. (YLB)

**ED 252 650** CE 039 780

**Reed, Naomi V. And Others**  
**Two Years after the GED Tests: Employment, Education, and Training Activities of GED Examinees.**

Pub Date—Nov 84

Note—13p; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Adult Education, \*Educational Attainment, Educational Benefits, Employment Level, \*Employment Patterns, Enrollment Trends, Equivalency Tests, Followup Studies, \*High School Equivalency Programs, National Surveys, \*Outcomes of Education, Participant Satisfaction, Salary Wage Differentials, School Attitudes, Secondary Education, State Surveys, \*Student Educational Objectives, Tables (Data)

**Identifiers**—\*General Educational Development Tests, Maryland

A series of follow-up studies were conducted to examine the employment, education, and training activities of persons who had taken the General Educational Development (GED) Tests in the spring of 1980. The first two studies, conducted in the fall of 1981 and the spring of 1982, were nationwide surveys that analyzed the survey responses of 458 and 650 completed surveys respectively. The third study was a statewide survey that examined the employment and educational activities of 544 Maryland GED graduates as of the spring of 1984. Relatively large numbers of persons from all three samples either had participated or were participating in some type of educational program: 45 percent of those completing the first survey, nearly 50 percent of those polled in the second survey, and nearly

60 percent of those involved in the Maryland study. Significant numbers of respondents reported that passing the GED helped them either find jobs or obtain salary increases, enabled them to develop an enhanced sense of self-worth, and pleased their families. Many of the GED graduates have already recommended the program to others. These results suggest that, although millions of adults have been served through the GED testing program, millions more could benefit by successfully earning an equivalency credential. (MN)

ED 252 651 CE 039 781

Malizio, Andrew G. And Others

Credentials in Employment: Learning in the Workplace.

Pub Date—Nov 84

Note—35p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admissions Officers, \*Adult Education, College Credits, Credentials, Educational Attitudes, \*Educational Certificates, Educational Needs, Employer Attitudes, \*Employment Level, \*Employment Patterns, \*Experiential Learning, Influences, Lifelong Learning, National Surveys, Postsecondary Education, Prior Learning, Program Descriptions, Program Development, Questionnaires, Registrars (School), \*Student Certification

Identifiers—American Council on Education, Impact Studies

This document consists of four papers that were read as a joint presentation on learning in the workplace and credentials in employment. Reported in the first paper, "Educational Credentials in Employment: A Nationwide Survey" by Andrew G. Malizio and Douglas R. Whitney, are the results of a survey in which 1,500 members of the American Society for Personnel Administration were asked to indicate their company's emphasis on educational credentials in its employment practices and to rate the importance of various skills and attitudes for employees in jobs requiring more than a high school diploma or equivalency credential. The survey instrument is appended. The next report, by Sylvia W. Galloway, is a program description and analysis entitled "The Program on Noncollegiate-Sponsored Instruction of the American Council on Education." In the next report, "Implications for Registrars and Admissions Officers in Awarding Credit for Learning Acquired in the Workplace," Elbert W. Ockerman discusses various sources of extra-institutional learning, their built-in levels of quality assurance, and the development of institutional policies regarding their acceptance. The final paper, "Employer Requirements for Today's Work Force" by Dennis M. Benson, discusses both the increased need for more educated workers that has occurred because of rapid technological advancement and also the specialized training programs that employers have had to develop to meet this need. (MN)

ED 252 652 CE 039 812

Myers, Dale Kamholz, Jonathan

Humanities and the Adult Learner in an Information Society.

Pub Date—Nov 84

Note—12p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, \*Adult Education, Adult Programs, Adult Students, College Faculty, \*College Programs, \*Continuing Education, Demonstration Programs, Educational Innovation, Education Work Relationship, Extension Education, Higher Education, \*Humanities, \*Liberal Arts, \*Nontraditional Education, Nontraditional Students, Postsecondary Education, Program Development, Relevance (Education)

Identifiers—University of Cincinnati OH

Humanities courses have often been given little attention in continuing education for adults, possibly because they have been viewed as not "practical" or not "job-oriented" enough in our career-oriented, technologically advanced society. However, the humanities should be an integral part of our culture and of the lives of educated persons—a

tenet that is becoming increasingly recognized by those conducting studies of our education system. The University of Cincinnati has started a model program to attract support for liberal arts courses and make the humanities more accessible to adult students. This program is set up to conduct courses in locations in the community, with course subjects structured around community or national events. For example, course offerings have included Shakespeare's "Julius Caesar," given at Cincinnati Playhouse, and "Science Fiction," given at the Cincinnati Museum of Natural History's Science Fiction Festival. The fledgling program provides incentive awards of up to \$750 for liberal arts faculty members to develop courses, along with stipends for teaching the courses. So far, the program has attracted 34 university teachers, ranking from instructor to full professor, and 9 are willing to repeat the experience. Plans are being made to expand the program with outside funding and to involve more faculty from the liberal arts area in teaching courses that will reach adult students in the community. (KC)

ED 252 653 CE 039 891

Charters, Alexander N. Vaughn, Harold A.

Adult Education Activity of Selected International Organizations. Programs/Activities, Subject Areas, Services, Interest in Accepting Proposals, and Geographical Areas of Operation. Occasional Papers Number 56.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date—84

Note—41p.

Available from—Publications Program in Continuing Education, Syracuse University, Syracuse, NY 13210.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Education, \*Adult Programs, Continuing Education, Educational Research, Extension Education, \*Financial Support, Geographic Regions, Inservice Teacher Education, \*International Organizations, Lifelong Learning, On the Job Training, Program Descriptions, Surveys

A project was designed to produce a listing of selected international governmental and non-governmental organizations with an adult education component. Of the 155 organizations surveyed, 76 responded and 45 completed the survey instrument. Categories 1 through 4 of the survey instrument asked for information regarding programs, activities, subject areas, services, and interest in accepting proposals from individuals or organizations. Under category 5, respondents were asked to state the geographic areas, regions, or countries in which they offer or support adult education activities. (Eight tables summarize the data.) Following the 16-page report is a listing of organizations that completed the survey instrument with a brief description of activities, programs, and other information submitted by each. At the end of each listing is the name of the person responsible for the unit and the name of the unit responsible for the organization's adult education activity. The original and modified survey instruments are appended. (YLB)

ED 252 654 CE 039 927

McKenzie, Philip

Recurrent Education: Economic and Equity Issues in Australia. Australian Education Review Number 20.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-85563-354-9

Pub Date—83

Note—111p.

Available from—Distribution Services Division, Australian Council for Educational Research Ltd., P. O. Box 210, Hawthorn, Victoria 3122, Australia (\$7.00 Australian).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, Adult Education, Disadvantaged, \*Educational Finance, Educational Opportunities, Educational Resources, Education Work Relationship, Equal Education, Foreign Countries, \*Labor Force Development, \*Lifelong Learning, \*Outcomes of Education, \*Resource Allocation, School Effectiveness, Unemployment

Identifiers—\*Australia

This review synthesizes work undertaken in the field of economics and education with the aim of identifying and analyzing the economic dimensions of recurrent education. The development and meaning of the concept of recurrent education are addressed through discussion of the antecedents of the concept, international developments in recurrent education, the concept's relationship with lifelong learning and permanent education, the concept in Australia, and the parameters of recurrent education. Each of the five major economic questions raised by the recurrent education concept are then considered separately. They are (1) the internal efficiency of the education sector, (2) the operations of the labor market, (3) the distribution of educational opportunities between individuals and groups, (4) the share of community resources allocated to education, and (5) the mechanisms through which educational activities are financed. Each issue is approached in a similar manner. First, the principal arguments advanced through the recurrent education debate are presented. Second, the closeness of fit between these arguments and developments in the Australian education sector and economy are assessed. Concluding remarks draw together the threads of the debate identified in preceding chapters. (YLB)

ED 252 655 CE 040 018

Hassanien, Ruth S. And Others

Creating the Requisite Data Base: A New Definition of Need.

Pub Date—10 Nov 84

Note—18p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 10, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*College Faculty, Curriculum Development, Delphi Technique, \*Faculty Development, Higher Education, \*Material Development, National Surveys, \*Needs Assessment, Program Development, \*Questionnaires, \*Research Needs

Identifiers—Satisfaction

A study that used a non-prescriptive, two-round national random sample survey of allied health facilities resulted in an instrument to be used to measure faculty research needs. The Delphi technique, as used, included two rounds; Round 3 was deleted to insure complete anonymity and to avoid opinion molding. Round 1 of the Research Needs Assessment, the open-ended round of the survey, was conducted in one school of allied health. Two questions were asked in Round 2: How important is this need to you personally in your research? and To what extent is this need satisfied for you in your institution? Questionnaires were completed by faculty members of 16 randomly selected schools of allied health. A formula was developed for a Perceived Personal Need score, which takes into account the respondent's perception of both the importance of the item and dissatisfaction with respect to the item. The instrument developed offered a basic framework for collecting data about any need item on the two levels of the concept of need: importance and dissatisfaction. (Five tables are attached.) (YLB)

ED 252 656 CE 040 065

Nossen, Robert J. Ed.

PAACE-SETTER, Volume 1, Number 1.

Pennsylvania Association for Adult Continuing Education, Harrisburg, PA.

Pub Date—Sep 84

Note—51p.

Available from—Pennsylvania Association for Adult Continuing Education, P. O. Box 3796, Harrisburg, PA 17105-3796 (\$3.00; 3 for \$6.00). Journal Cit—PAACE-SETTER; v1 n1 Sep 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Basic Education, Adult Education, Adult Educators, Adult Literacy, Adult Programs, College Credits, \*Continuing Education, Disadvantaged, \*Dislocated Workers, \*Educational Philosophy, Experiential Learning, External Degree Programs, Feasibility Studies, Foreign Countries, Functional Literacy, Illiteracy, Program Descriptions, Program Effectiveness, State Standards, \*Teacher Certification, Unemployment



Identifiers—\*College Level Examination Program, Pennsylvania, \*Soviet Education, USSR

The bulk of this issue consists of five articles providing insight into various phases of adult continuing education. "The Meliorist Position as a Philosophic Base for Adult Education" (Gordon Clay Godbey) examines these questions about meliorism: should we accept as natural improvement of the human condition, the constant wars, the hunger, the great extremes of wealth, the torture? and should there not be a greater idealism beyond the practice of adult education? Phyllis A. Dobson and Eileen E. Clancy point out in "Help for the Unemployed—Continuing Education" an extension from working with the disadvantaged, long the province of adult educators, to working with the displaced worker. "Adult Basic Education in Leningrad" (Susan Sparks Schuehler) considers how a Communist nation evaluates its mission in providing learning opportunities for adults. "Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania" (Judith L. Cope) examines the rationale for certification. In "CLEP—An Indicator of Academic Achievement" Renee Smith Clark describes one community college's experience with CLEP (College-Level Examination Program). The Potpourri section contains brief items on defining literacy (Linda Brodkey), the rationale of adult education (Gordon Clay Godbey), "computerphobia" of adult educators (David L. Kantner), the adult external degree program (Jacquie Douglass and Mary C. Crawford), and a perspective for the Pennsylvania Association for Adult Continuing Education through 1983-84 (Barbara E. Hanniford). (YLB)

ED 252 657 CE 040 192  
Ellis, Jeanine

An Analysis of the Delivery System of the Adult Basic Education Program.

Pub Date—21 Nov 84  
Note—14p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrative Problems, \*Adult Basic Education, Cost Effectiveness, \*Delivery Systems, Educational Administration, Educational Legislation, Educational Policy, Educational Quality, Elementary Education, Federal Legislation, Needs Assessment, \*Program Administration, \*Program Design, \*Program Effectiveness

Since its inception 20 years ago, adult basic education (ABE) has been implemented successfully at the state and local levels. The statute that originally authorized ABE has proven successful largely because of three factors—its tractability, its ability to structure implementation, and its success in gaining both sovereign and media support because of its responsiveness to socioeconomic conditions. Despite its successes, however, the ABE delivery system is not without constraints or problems. For example, ABE delivery has been plagued by a lack of resources, by an inappropriate popular perception of ABE as a continuation of the regular school program, by difficulties in recruiting and retaining students, and by the necessity of abiding by various K-12 policies that must be followed not because they are relevant to ABE but because ABE is typically offered in regular school settings. In addition, changes in the administration of ABE has resulted in a loss of federal technical assistance and a loss of leadership in state and local ABE programming. On the positive side, ABE is a very cost-effective program that has resulted in an economic return rate of four to one by providing the training necessary to remove persons from welfare and place them into taxable income-generating jobs. In addition, ABE is credible, with numerous success stories to provide testimony to its true impact. (MN)

ED 252 658 CE 040 193  
Ellis, Jeanine

A History and Analysis of the Adult Education Act, 1964-1984.

Pub Date—24 Oct 84

Note—21p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, Block Grants, \*Educational Legislation, \*Educational Policy, Elementary Education, Federal Aid, \*Federal Legislation, Federal State Relationship, Financial Support, Government School Relationship, \*Policy Formation, Political Issues, Public Policy, States Powers, Trend Analysis

Identifiers—\*Adult Education Act, \*Economic Opportunity Act 1964, Legislative History

The Economic Opportunity Act of 1964, which was the first piece of legislation to provide for basic literacy training to adults, was passed as a result of a number of factors, including socioeconomic conditions, the influence of the media, and the political astuteness of President Lyndon B. Johnson. As a redistributive policy, the Economic Opportunity Act and the Adult Basic Education (ABE) Program were designed to attack both the roots and consequences of poverty by developing employment opportunities, improving productivity, and enhancing the quality of life. Although a rational strategy was originally used to formulate ABE programming and policy, the decision-making process surrounding ABE has been filled with trade-offs and bargaining, thus resulting in incremental outcomes. Whereas the original authorization of ABE in the Economic Opportunity Act of 1964 gave much discretion to state and local agencies, the 1978 Amendments to the Adult Education Act established expenditures for target populations and described how the program would reach those groups who needed ABE most. This trend toward more directive legislation was reversed in the 1984 Amendments to the Adult Education Act, which were intended to streamline ABE and give states more discretion to operate their own ABE programs based on their individual needs. (MN)

ED 252 659 CE 040 297  
Hillison, John Cunningham, Daisy L.

Assessment of Vocational Teachers' Concerns about the Adoption of Competency-Based Education. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.  
Pub Date—Dec 84

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adoption (Ideas), \*Competency Based Education, \*Educational Innovation, Inservice Teacher Education, Program Implementation, State Programs, Statewide Planning, \*Teacher Attitudes, Teacher Behavior, Teacher Participation, \*Vocational Education Teachers  
Expressed concerns about competency-based education implementation by vocational teachers in six school divisions in Virginia were monitored from April 1983 to April 1984 during the last two years of a movement to statewide competency-based education implementation. At six-month intervals—in April and October 1983 and April 1984—vocational teachers completed the Stages of Concern questionnaire, findings showed that: passage of time did not affect teachers' concerns; participation in school division workshops and participation in one teachers' conference session on competency-based education decreased lower stage concerns and increased higher stage concerns; participation in supervisory area workshops decreased concerns; and participation in one competency-based education course increased concerns, while participation in two or more courses decreased concerns. Recommendations entailed (1) not requiring use of the innovation by teachers unable to satisfy lower stage concerns after a period of time, (2) preparing teachers in different service areas for an innovation with inservice activities emphasizing the uniqueness of that area, and (3) monitoring concerns of vocational teachers while they are adopting an innovation. (Ten tables are appended.) (YLB)

ED 252 660 CE 040 311  
Irvine, Freeman R. Jr.

A Cooperative Preparation Program for Industrial and Special Education Personnel: A Planning and Pilot Project. Final Report from June 1, 1982 to May 31, 1983.

Florida A and M Univ., Tallahassee. Dept. of Industrial Education.  
Spons Agency—Department of Education, Washington, DC

Pub Date—31 May 83

Note—113p.

Pub Type—Reports - Descriptive (141) — Guides

— Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advisory Committees, Behavioral Objectives, Career Guidance, Course Descriptions, \*Curriculum Development, \*Disabilities, Educational Legislation, Federal Legislation, Higher Education, Individual Needs, Instructional Material Evaluation, Masters Programs,

\*Preservice Teacher Education, Program Development, Public Policy, Records (Forms), Resources, \*Special Education Teachers, Student Needs, \*Teaching Methods, \*Vocational Education Teachers

Identifiers—Education for All Handicapped Children Act, Florida, \*Special Needs Students, Vocational Rehabilitation Act 1973

A project was undertaken to plan and begin developing the objectives for a master's degree program to prepare individuals to fill a wide range of roles in providing special and vocational education to disabled students. The following accomplishments were made during the project: an eight-member planning task force was formed; resources available for use in the planning phases of the project were identified through various site visits, correspondence, and seminars and workshops; a project time line was formulated; broad goal statements were developed for various priority areas identified; and specific performance objectives were derived for courses in methods for teaching vocational skills to handicapped students, methods of teaching vocational subjects, and vocational guidance. (This project report includes course outlines for each of the three courses developed, a form to evaluate instructional materials for the academically disadvantaged, a guide outlining the specific needs of various subpopulations of special needs learners, and a discussion of the Education for All Handicapped Children Act (PL 94-142) and section 504 of the Vocational Rehabilitation Act of 1973.) (MN)

ED 252 661 CE 040 413  
Tripp, John D. Todd, Anne H.

Occupational Education Research Project. A Model for Evaluation of Placement Testing in the North Carolina Community College System.

Central Piedmont Community Coll., Charlotte, N.C.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Nov 82

Note—85p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Community Colleges, Educational Testing, \*Equivalency Tests, Longitudinal Studies, Models, \*Predictive Validity, Program Effectiveness, \*Standardized Tests, State Programs, Statewide Planning, Student Evaluation, \*Student Placement, Testing Programs, \*Test Validity, Two Year Colleges

Identifiers—\*North Carolina

A project was conducted to develop a model for evaluating placement testing in the North Carolina System of Community Colleges. Researchers at Central Piedmont Community College conducted a longitudinal study of students' progress through the college curriculum as it related to placement test scores. The following numbers of students comprised the study populations used to assess the effectiveness of individual placement tests: 890 students for the communication tests, 398 students for the reading tests, 117 for the math pretest, 69 for the arithmetic placement test, and 47 students for the school and college ability test (SCAT). With the exception of the math pretest, the arithmetic test, and the SCAT, all of the tests appeared to be valid instruments for predicting student success in the courses for which they served as placement tests. Based on this project, it was recommended that standardized placement tests continue to be emphasized as a prerequisite to course placement in the North Carolina Community College System, and that the analysis of currently used placement tests be a continuous and ongoing process. (Appendices to this project report include the questionnaire used to determine which placement tests are currently in use in the North Carolina Community College System, materials used in placement testing at Central Piedmont Community College, a formula for evaluating the success rate of students in the college curriculum, and a description of a project planned to evaluate placement testing for selected allied health programs.) (MN)

ED 252 662 CE 040 414  
A Report on the National Conference on Transition

for Youth with Handicapping Conditions to Work, Coordination of State Policies and Practices (Albany, New York, June 11-12, 1984).

New York State Education Dept., Albany.

Spons Agency—Northeast Regional Resource Center, Hightstown, N.J.; Office of Special Education and Rehabilitative Services (ED), Washington,



DC.  
Pub Date—Jul 84  
Note—36p.  
Pub Type—Collected Works - Proceedings (021) —  
Opinion Papers (120)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, Career Awareness, Coordination, "Delivery Systems," Disabilities, Educational Counseling, "Educational Policy, Educational Practices," "Education Work Relationship, Elementary Secondary Education, Financial Support, Information Dissemination, Information Networks, Job Placement, Job Training, Models, National Programs, Postsecondary Education, Program Development, Referral, School Business Relationship, Special Education, Staff Development, State Action, "Statewide Planning, Student Evaluation, Student Placement, "Transitional Programs, Vocational Education, Vocational Evaluation, Vocational Rehabilitation, Youth Programs

Identifiers—Maryland, Michigan, New York

A National conference was held to examine state policies and practices for helping disabled youth make the school-to-work transition more successfully. The focus of the first day of the conference was on transitional programs currently in existence in Maryland, Michigan, and New York. The first part of the second day's activities involved the summary of three themes in the joint activities of special education, vocational education, and vocational rehabilitation; the themes are: cooperative agreements among special education, vocational education, and vocational rehabilitation; vocational assessment; and referral to vocational rehabilitation. The conference closed with the formulation of recommendations for Federal, State, and local actions at the elementary, secondary, and postsecondary levels with respect to the following issues and areas: career awareness, life goals, staff preparation, coordination, standardization, communication, local implementation, fiscal concerns, employers, comprehensive planning, information dissemination, placement procedures and priorities, and follow-up services. (MN)

ED 252 663 CE 040 417

Shulman, Carol Hermsstadt, Ed.  
Adults and the Changing Workplace. 1985 Yearbook of the American Vocational Association.  
American Vocational Association, Inc., Arlington, Va.

Report No.—ISBN-0-89514-048-9  
Pub Date—84  
Note—295p.

Available from—American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201 (Paperback—ISBN-0-89514-048-9, Order No. P1985-\$12.10; Hardback—ISBN-0-89514-047-0, Order No. O1985-\$20.00).

Pub Type—Collected Works - General (020) —  
Opinion Papers (120) — Books (010)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Learning, Adult Students, Cognitive Style, Community Colleges, Continuing Education, Cooperative Planning, "Delivery Systems, Disabilities, Educational Change, Educational Needs, Employment Patterns, Females, "Futures (of Society), High Risk Students, Immigrants, "Job Training, Labor Force Development, Labor Market, Labor Needs, Military Training, Minority Groups, Outreach Programs, Postsecondary Education, Refugees, "Retraining, School Business Relationship, Student Recruitment, Unions, Vocational Education, Work Environment

The 31 papers in this yearbook are organized in five sections: I. Changes in the Labor Force, which includes: "Labor Market Needs to the Year 2000" (Morgan V. Lewis) and "Occupational Adaptability and Transferable Skills: Preparing Today's Adults for Tomorrow's Careers" (Frank C. Pratzner and William L. Ashley); II. Educating Adult Students, which contains: "Adult Education Defined" (Wendell Smith), "Adult Vocational Education" (Robert M. Worthington), "The Causes and Timing of Adult Learning" (Carol B. Aslanian), "What We Know about Adult Learning Styles" (Patrick R. Penland), "New Resources for Adult Education and Training" (Paul E. Barton), "Preparing for a Sound Adult Education Program" (Beverly Copeland and Meredyth A. Leahy), "Today's Proprietary Vocational Schools" (Lee R. Kerschner and Christopher Davis), "Industry Training Efforts in Adult Education" (Robert Craig), "Labor Union Efforts in the

Training of Adults" (Edgar Czarnecki), "Community Colleges and the Adult Learner" (Michael Crawford), "Military Training" (Clinton L. Anderson), "Continuing Education" (Lee Transier), "Delivery System for Adult Education: Cooperative Extension Service" (Mary Nell Greenwood), "Comprehensive High School Adult Education" (Paul V. Delker), and "Federal Training Programs" (Thomas N. Daymont); III. Reaching Out to Adult Learners, which includes: "Support Services for Adult Learners" (Mary Ellen Kiss and Margaret A. Taibil), "Recruitment and Retention of Adult Learners" (Yvonne Ferguson), "Impact of Technology on Curriculum and Delivery Strategies in Vocational Education" (David L. Goetsch), and "Collaboration among Adult Education Agencies" (Alan B. Knox); IV. Educating Special Populations, which contains: "Women and Vocational Education" (National Council on the Future of Women in the Workplace), "Issues and Trends Influencing the Education and Training of Minority Groups" (Roy G. Phillips), "Immigrants and Refugees" (William P. Reich), "Vocational Education for Disabled Adults" (George Travis), and "Groups at Risk" (Robert G. Wegmann); V. Putting Theory into Practice, which includes: "Collaborative Efforts with Industry, Government and Education" (Robert E. Scarborough), "Adult Education in an Urban Environment" (Robert W. Rupert), "Michigan's Efforts to Address Labor Market Challenges" (Gale King and William Weisgerber), "Prepackaged Adult Programs" (Barry L. Reece), and "Center for Employment Resources" (Rosemary F. Kolde). (MN)

ED 252 664 CE 040 418

Wood, Merle  
Developing Your Own Instructional Units. Professional Development Series, No. 4.  
American Vocational Association, Inc., Arlington, Va.

Report No.—ISBN-0-89514-028-4  
Pub Date—80  
Note—37p.

Available from—American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201 (Order No. 10380-\$5.00).

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Competency Based Education, Guidelines, Instructional Design, "Instructional Development, "Instructional Materials, "Material Development, Recordkeeping, Secondary Education, "Teacher Developed Materials, Units of Study, "Vocational Education

This guide contains suggestions designed to guide educators in their efforts to produce competency-based instructional units. Discussed first are the nature of competency-based instruction and the need for materials. The next section deals with such administrative procedures as establishment of ownership of the materials, follow-through, credit for prior knowledge, and adaptation of publishing materials. The third section lists 25 questions to be asked and answered by the educator before writing instructional units. Covered in the next section are the following aspects of instructional development: writing content, performance objectives, subunits, self-evaluation activities, and pre- and posttests; confirming proficiency; evaluating instruction; writing at specified reading levels; promoting success; and maintaining instructional content standards. The next section outlines procedures for developing the format of instructional materials, including artwork, graphics, and production. Recordkeeping and instructional management are discussed in the sixth section. Concluding the guide is a pre- and posttest key. (MN)

ED 252 665 CE 040 419

Incardone, Peter  
Teaching Students to Read Better. Professional Development Series, No. 6.  
American Vocational Association, Inc., Arlington, Va.

Report No.—ISBN-0-89514-039-X  
Pub Date—82  
Note—33p.

Available from—American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201 (Order No. 10381).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Instruction, Bilingual Students, "Classroom Techniques, "Content Area

Reading, Guidelines, Inservice Teacher Education, Instructional Materials, Models, "Reading Improvement, "Reading Instruction, Reading Skills, Resource Staff, Secondary Education, Skill Development, Staff Utilization, Teacher Role, "Teaching Methods, Units of Study, "Vocational Education, Vocational Education Teachers

This guide consists of suggestions designed to assist vocational educators in helping students improve their reading skills. School-related and non-school-related reasons why students have difficulty reading are examined. Discussed in a section on teaching the essential technical reading skills are textbook usage skills, vocabulary development, and comprehension and study skills improvement. Auditory and visual methods for helping bilingual students are provided. Suggestions are set forth for using the services of reading specialists, librarians, and school nurses to help students improve their reading skills. Finally, the teaching of a model reading unit is described in terms of the phases of the school year, from the August preparatory period through the wrap-up stage in June. (MN)

ED 252 666 CE 040 421

Lydecker, Toni, Ed.  
Vocational Education in the Comprehensive High School: An Agenda for Improvement.  
American Vocational Association, Inc., Arlington, Va.

Pub Date—Sep 83  
Note—34p.; For related documents, see ED 233 159 and CE 040 207.

Available from—American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201 (\$8.00).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - General (020)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advocacy, Change Strategies, Community Resources, Coordination, Educational Cooperation, "Educational Improvement, "Educational Needs, Educational Objectives, "Educational Planning, Educational Policy, Educational Quality, Educational Research, Fused Curriculum, Guidelines, "High Schools, Leadership, Needs Assessment, Outreach Programs, Policy Formation, School Business Relationship, "School Community Relationship, "Vocational Education

Identifiers—Excellence in Education

A national conference was held to examine ways for improving vocational education in comprehensive high schools. One of the major ideas to emerge from the conference was that, like other high schools, comprehensive high schools offering a vocational component will have to make a commitment to excellence if they are to continue to serve a useful function. Particularly needed are the development of curricula with stiffer credit requirements and a more concentrated focus on the five new basics—reading, writing, mathematics, science, and computer technology. Such an improvement effort will demand a reassessment of the roles currently played in the comprehensive high school of the following factions and factors: administrative leadership, curriculum, teachers, the learning environment, integration of vocational and academic curricula, and research and evaluation. By taking the word "comprehensive" seriously, these schools can reach beyond their own limits to the total community to use community resources, build public support, collaborate with business and industry, and coordinate programs with other educational institutions to make the improvements necessary to achieve educational excellence. At the conference, 18 general educational goals were identified for achieving educational excellence in comprehensive high schools having a vocational component and various action plans were set forth for attaining these goals. (MN)

ED 252 667 CE 040 424

Suzuki, Warren N. And Others  
Comprehensive Personnel Development Program on Vocational Education for Special Needs Learners. Also Known as the Vocational Education Special Needs Project. Final Report of a Special Project.

Oregon State Univ., Corvallis. Vocational-Technical Education Dept.

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Vocational Education.

Pub Date—Nov 84  
Grant—50-004-364

Note—104p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, Disabilities, Educationally Disadvantaged, \*Exceptional Persons, Inservice Teacher Education, \*Mainstreaming, Outcomes of Education, Preservice Teacher Education, Program Implementation, Program Improvement, Secondary Education, Special Education Teachers, \*Staff Development, State Programs, \*Statewide Planning, \*Teacher Education, Two Year Colleges, \*Vocational Education, Workshops

Identifiers—\*Oregon

This project was conducted to enable vocational teacher trainees and vocational practitioners and support personnel (e.g., special education teachers, developmental education specialists, counselors) to meet the special vocational needs of disadvantaged and handicapped learners in Oregon schools and colleges. To accomplish this objective, the project assisted vocational teacher educators and special teacher educators to infuse instruction on vocational education for special needs learners into ongoing programs and courses. This support was provided via four components: an on-campus preservice teacher education component, high school and community college courses, and a management and project management component. The project satisfied a heavy demand: 542 clients who represented 172 agencies and institutions were served through activities such as workshops and individual consulting. Recommendations were made for making better use of resources by meeting existing demands from high schools and attempting to create more demand from community colleges by trying to have Federal regulations regarding disadvantaged learners enforced. (KC)

ED 252 668 CE 040 430

Oregon Agriculture IV Curriculum Guide.

Oregon State Univ., Corvallis. Dept. of Agricultural Education.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—84

Note—804p; For related curriculum guides, see

ED 105 726, ED 232 031, and ED 241 712.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors—\*Agricultural Education, \*Agricultural Production, \*Animal Husbandry, Behavioral Objectives, Check Lists, Classroom Techniques, Computers, Construction (Process), Cooperatives, Course Descriptions, \*Farm Management, Guidelines, Job Search Methods, Leadership, Learning Activities, Lesson Plans, Marketing, Pesticides, Recordkeeping, Records (Forms), Small Engine Mechanics, State Curriculum Guides, Student Evaluation, Teaching Methods, \*Vocational Education

Identifiers—Irrigation

This curriculum package is designed to assist teachers in preparing fourth-year vocational agricultural curricula to meet local community or regional needs. Provided in the introductory section are instructions for using the guide, suggestions for designing curricula that are sex fair and that are suitable for use with disadvantaged and disabled students, a planned course statement, advance planning suggestions, a curriculum validation statement, and a four-year course outline. Forming the bulk of the guide are 12 units dealing with the following instructional topics: securing a job; irrigation and home irrigation; production records; project initiation; agricultural agencies and cooperatives; small gasoline engines; farm business management; marketing; an ideal farm project; completion of an ideal farm project; computers; pesticides; agricultural building construction; leadership; and beef, sheep, and swine production. Each of these units contains some or all of the following: general guidelines to the instructor, objectives, a list of suggested teaching aids, suggested student activities, suggested references, introduction ideas, a unit table of contents, an instructional outline, sample records and forms, assorted checklists, supplementary instructional text, additional exercises and learning activities, and assorted survey and evaluation instruments. (MN)

ED 252 669 CE 040 431

Lester, Brenda

A Practitioner's Guide for Training Older Workers.

National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—84

Note—220p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Employer Attitudes, Employment Potential, Employment Problems, \*Employment Programs, \*Federal Programs, Guidelines, Job Placement, \*Job Training, Older Adults, \*Program Development, Program Evaluation, Program Implementation, Recruitment, Training Methods

Identifiers—\*Job Training Partnership Act 1982, \*Older Workers

This handbook is intended to aid Job Training Partnership Act (JTPA) program staff to design, implement, and evaluate training programs for older workers under Section 124 of JTPA. The guide contains four main parts. The first part of the guide presents an overview of the JTPA and its provisions regarding services to older workers. This part of the handbook also describes the work of the National Commission for Employment Policy and its role under the new legislation. Part 2 discusses four steps in the design of a training program for older workers, first from the perspective of the older workers, and then from the perspective of employers. This part also reviews some of the administrative issues of program development. The third part of the guide outlines the various components of JTPA programs for recruiting, training, and placing older workers. Finally, part 4 discusses the ways that program evaluation can improve program operations and the data needed to assess a program's effectiveness. Program evaluation is also examined from the perspective of older participants, employers, and the community that the program serves. Appendices to the document include (1) abstracts of the National Commission for Employment Policy research studies, (2) lists of research papers abstracted and other references, (3) lists of organizations focusing on older workers, and (4) a synopsis of a study on older workers in industry. (KC)

ED 252 670 CE 040 434

The Wyoming Business Education Standards of Excellence Handbook. Revised.

Wyoming State Dept. of Education, Cheyenne.

Pub Date—84

Note—463p; Prepared by Wyoming Business Educators.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—\*Academic Standards, \*Basic Skills, Behavioral Objectives, \*Business Education, Competence, \*Competency Based Education, Educational Planning, Employer Attitudes, \*Entry Workers, Guidelines, Office Occupations Education, \*Program Improvement, Secondary Education, State Curriculum Guides, Statewide Planning, Vocational Education

Identifiers—Excellence in Education, \*Wyoming

This three-part package was prepared to assist business education teachers in Wyoming to improve their programs to meet the entry-level requirements of the state's employers. Three documents are included in this package: the Standards of Excellence handbook, the 1984 Report of Basic Entry-Level Competencies Needed for Employment, and a competency-based curriculum for teaching these competencies. The Standards of Excellence handbook covers the background and rationale for the standards and goals, the Wyoming business and office cluster areas curriculum, and program delivery elements, such as personnel, facilities, materials, equipment, advisory committees, support services, planning, evaluation, and budgets. Extensive appendices cover such areas as the excellence standards program status, cooperative office education, officials in Wyoming vocational education and business education agencies and organizations, educational plans, and student profiles. The basic entry-level competencies report details a study of Wyoming businesses to determine their requirements and lists them in both narrative and table format for the use of business education teachers. The final document is a competency-based curriculum guide that suggests performance objectives and evaluations for skills in the areas of accounting; human relations; grooming/health; information processing; mailing; mathematics and calculator use; organization/time management; recording, filing, and records management; telephone skills; typing; and written and oral communication. (KC)

ED 252 671 CE 040 436

Federal Pay Equity Act of 1984. Part 2. Hearings

before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 4599 and H.R. 5092. (May 30, July 17, October 18, 1984).

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Pub Date—84

Note—202p; For part 1, see ED 248 338. Parts of this document may not reproduce well due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Employment Practices, \*Equal Opportunities (Jobs), \*Federal Legislation, Hearings, \*Racial Discrimination, \*Salary Wage Differentials, \*Sex Discrimination, \*Sex Fairness

Identifiers—Comparable Worth, Congress 98th

In these three congressional hearings on pay equity, focuses are on two bills: the Federal Pay Equity Act of 1984, which would examine wage discrimination within the Federal civil service system, and the Pay Equity Act of 1984, which would mandate the Equal Employment Opportunity Commission to report regularly on activities to enforce pay equity laws. Testimony includes statements from Representatives in Congress; State representatives of the State of Minnesota; State Senators; the governor of Ohio; and individuals representing the United States Office of Personnel Management; American Federation of Government Employees; AFL-CIO; National Federation of Federal Employees; National Association of Government Employees; Women's Equity Action League; American Nurses Association; National Organization for Women; Department of Employee Relations, Minnesota; Department of Economic Security, Minnesota; AFSCME/Minnesota; Minnesota Nurses Association; Minnesota Business and Professional Women; League of Women Voters, Minnesota; Awareness Council; Minnesota Citizens Legislative League; Women for Responsible Legislation; Women for Reagan; and Minnesota School Employees Association. (YLB)

ED 252 672 CE 040 440

Wade, James C.

Students, Learning and Computers: Surviving the

Changes. Paper No. 513.

Arizona Univ., Tucson. Agricultural Experiment Station.

Pub Date—7 Jan 85

Note—22p; Paper presented at the Regional Conference on University Teaching (1st, Las Cruces, NM, January 9-10, 1985).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Colleges, \*Agricultural Education, Case Studies, \*Computer Assisted Instruction, \*Higher Education, \*Instructional Improvement, \*Instructional Innovation, Microcomputers, Universities, \*Vocational Education

Identifiers—Computers in Education

The objectives of this paper are to present some approaches for using computers to aid in the teaching of students in colleges of agriculture and also to share some ideas for improving instruction in the rapidly changing computer environment. The paper first outlines a conceptual relationship among students, learning, and computers in university instruction. It examines student characteristics, teaching goals and the available means to achieve them, and educational applications of computers. The "ideals" and the "realities" of microcomputing in an instructional environment are then discussed in order to enhance the understanding of the alternative uses of computers in instruction. To illustrate one approach to moving from the reality toward the ideal, the recent efforts in the Department of Agricultural Economics at the University of Arizona to use computers as a component of instruction are described. A summary and conclusion provide some keys to surviving the rapidly changing microcomputer instructional environment, given in the form of brief rules of thumb. They include: know your students and your instructional goals, know and use your computers, use student-friendly applications software, keep it simple but push the student, let the students do the work, know the limitations, and always look for something new. (YLB)

ED 252 673 CE 040 444

Ullrich, Walter J.

An Analysis of the Resolution of Group Conflict and Instructor Facilitating Behavior within the Small Instructional Group.

Pub Date—84

Note—134p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, \*Conflict, \*Conflict Resolution, Group Behavior, \*Group Dynamics, \*Small Group Instruction, Teaching Methods, \*Teaching Styles

Identifiers—Focal Conflict, Idiographic Teaching Style, Nomothetic Teaching Style, \*Transactional Teaching Style

A study investigated the relationship between teaching style and group conflict within the small instructional group. The conjecture was that the transactional teaching style is associated with more positive resolutions to group conflict than either the nomothetic or idiographic style. Research was conducted on 10 instructional groups within the Wisconsin Group Dynamic Traffic Safety School program. Teaching styles were identified and described as nomothetic, idiographic, or transactional. Group conflict was identified and described, using the focal conflict/group solution theoretical framework as a model and the Eriksonian theoretical framework as content. Data were collected on teaching style, group conflict and resolution, and how they occurred in relation to each other. The study supplied a more adequate conceptualization and methodology to analyze and understand focal conflict/group solution. It also provided a conceptual framework to analyze and understand teaching styles, a methodological procedure for using the model, and an analysis of teaching style. Data indicated the limitations of the "directive," i.e., the idiographic and nomothetic, teaching styles to such an extent as to indicate that the transactional style deserved a further test of its merits. (Appendixes include manuals and procedures for coding teaching styles and for coding focal conflict/group solution and a bibliography.) (YLB)

ED 252 674

CE 040 445

Tucker, Barbara A. Huerta, Carolyn G.

Continuing Professional Education.

Pub Date—84

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Competence, Educational Philosophy, \*Professional Continuing Education, Required Courses, \*Role of Education Identifiers—\*Mandatory Continuing Education, \*Voluntary Continuing Education

Continuing professional education has proven to be an acceptable control mechanism to assure professional competence. Officially recognized first under the Engineering, Science, Management War Training Act of World War II, the continuing education movement is still gaining attention in the United States with 16 professions in the 50 states requiring continuing education as proof of professional competency. At present, the question is whether continuing education of professionals should be mandatory or voluntary. The supposition that continuing professional education improves competence has led professionals, professional organizations, and governing bodies to the concept of mandatory continuing professional education (MCPE). Arguments for MCPE include the tremendous knowledge explosion, consumer demand for competency and accountability, increased number and quality of continuing education offerings, and professionals' failure to engage in continuing education. Supporters of voluntary continuing professional education have expressed seven broad concerns related to the mandatory stance that deal with participant and teacher motivation, performance and competency, program relevance, costs and resources, work and family constraints, quality of educational offerings, and program content. The prevalent philosophy of adult educators is that continuing education is a voluntary, self-directed learning experience sought for personal development and social progress. (YLB)

ED 252 675

CE 040 448

Laugen, Ronald C.

Designing Illustrations for CBVE Technical Procedures.

Pub Date—Dec 84

Note—52p; Paper presented at the American Vocational Association Convention (New Orleans,

LA, December 1984). Appendix B is in small print.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Competency Based Education, Educational Research, \*Illustrations, \*Instructional Materials, \*Material Development, \*Models, Postsecondary Education, Secondary Education, \*Vocational Education

A model was formulated for developing functional illustrations for text-based competency-based vocational education (CBVE) instructional materials. The proposed model contained four prescriptive steps that address the events of instruction to be provided or supported and the locations, content, and learning cues for each illustration. Usefulness of the illustration design model was evaluated by using the model to illustrate a CBVE procedure and by then comparing the learning effects of use of different versions of the procedure. Three sets of illustration for the same CBVE automotive mechanics assembly procedure were developed: 7 "learner-based" illustrations using the complete model, 10 "developer-based" illustrations using the model without learner data, and 1 "typical" illustration. Random assignments of 173 students to one of three treatments were made; 37 students also performed the assembly procedure. Posttest results indicated few differential effects among the three treatments. Analysis of covariance suggested that students studying the developer-based illustrations performed the assembly significantly better. Results indicated the model seems useful and relevant to designing illustrations, but use of learner input is not necessary. (Appendixes include decision, perception, and memory principles and the three sets of illustrations.) (YLB)

ED 252 676

CE 040 449

Garrison, H. Don

Robots Are Taking Over—Who Does What.

Pub Date—Dec 84

Note—19p; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Automation, Career Education, Employment, Employment Problems, \*Industry, \*Job Development, Job Simplification, \*Manufacturing, \*Robotics, Unemployment, Vocational Education

Robots are machines designed to replace human labor. A fear of vast unemployment due to robots seems unfounded, however, since industrialization creates many more jobs and automation requires technologists to build, program, maintain, and operate sophisticated equipment. Robots possess an intelligence unit, a manipulator, and an end effector. Control is designed as either open loop (no verification of location) or closed loop (verification of location). The major uses of robots in industry are welding, machine loading, foundry, and pointing. The automobile industry, the largest user of robots, is actively pursuing automation of as many jobs as possible. The innovative manager can improve chances of successfully using robots by using a systematic approach. Three methods can determine the feasibility and correct type of robots for specific applications: (1) hire a reputable and experienced robot consultant, (2) select a robot manufacturing company, and (3) get the person most knowledgeable about the activities and processes within the company to analyze and evaluate possibilities. In a self-evaluation, a company should look at areas automation could benefit, including bottlenecks and prior and aft stations, excessive items in process, no-judgment jobs, hazardous or undesirable jobs, obsolete or worn-out equipment, and quality problems or excessive scrap. (YLB)

ED 252 677

CE 040 451

Spewock, Michael A.

Preparing Secondary Vocational Teachers to Work with Adult Students.

Pub Date—Dec 84

Note—14p; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Educators, \*Adult Vocational Education, Educational Research, \*Inservice

Teacher Education, Job Skills, Postsecondary Education, \*Secondary School Teachers, \*Teaching Skills, Vocational Education, \*Vocational Education Teachers

Identifiers—DACUM Process, Pennsylvania

A study was undertaken to determine if secondary vocational educators require additional skills to teach adult students enrolled in their classes. The technique selected to implement the study was the DACUM or "Develop a Curriculum" method for analyzing occupational competencies within the vocational education spectrum. A DACUM team produced a list of six categories and 35 teaching competencies needed by secondary teachers who teach adults. The six categories called on teachers to: promote the adult vocational program, provide for learner needs, plan for instruction, use appropriate instructional techniques, manage the adult learning environment, and provide a customized curriculum. Thirty usable validation instruments were returned by trade and industrial teachers of adults in Pennsylvania. The validation instrument gathered information on whether the competency was needed by secondary vocational teachers when working with adults; whether the competency was performed differently, in addition, or more frequently by teachers of adults; and the importance of the competency. Four competencies were found to be significantly more important to postsecondary teachers. Data indicated that teaching strategies designed for secondary students do not necessarily equate with effective adult education. Plans were made to develop learning guides on adult education teaching skills focusing on the competencies identified by the study. (YLB)

ED 252 678

CE 040 453

Marshall, John A.

Major Responsibilities of Future Industrial

Teacher Education Department Leaders.

Pub Date—Dec 84

Note—11p; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Responsibility, Administrator Role, Delphi Technique, \*Department Heads, \*Futures (of Society), Higher Education, Industrial Arts, \*Industrial Arts Teachers, Industrial Education, \*Leadership, Leadership Responsibility, \*Teacher Education

A Delphi study identified probable responsibilities of departmental leaders in industrial teacher education (ITE) in the future. Three rounds of correspondence with a panel of experts were used to obtain ratings, arrive at consensus, and rank responsibility statements. The responsibility ranked most important was "manage department resources to achieve departmental goals" followed by "direct recruitment of more academically able students into teacher education programs." The panel also ranked the importance of eight topic categories in which responsibility statements were grouped. In rank order, the categories were: personnel, funding, external relations, curriculum, administration, technology/change, recruitment, and designation. Conclusions drawn from the panel's rankings indicated that major responsibilities of future department leaders in ITE will be efficient resource management, student recruitment, obtaining adequate levels of funding and related support services, obtaining external sources of funding, and motivation of faculty to keep curriculum and courses up-to-date. Consensus on future responsibilities of ITE departmental leaders provides data for improvement of programs to prepare and upgrade departmental leaders and offers prospective leaders an insight into the field and a database with which to compare expectations, interests, and abilities. (YLB)

ED 252 679

CE 040 454

Gill, Angelo C., Sr. Gilli, Lynne M.

Establishing a Work Experience Program in Building Trades Entrepreneurship.

Pub Date—84

Note—14p; Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, \*Building Trades, Cooperative Planning, \*Cooperative Programs, Economically Disadvantaged, Educational Benefits, Educational Cooperation, \*Entrepreneurship, Guidelines, Outcomes of Ed-



ucation, \*Program Development, Program Effectiveness, Program Implementation, School Business Relationship, Tax Deductions, \*Trade and Industrial Education, \*Work Experience Programs

Identifiers—Maryland (Baltimore)

A project was undertaken to establish a cooperative work experience program in building trades entrepreneurship. The first phase of the program, which was implemented in Baltimore, Maryland, involved the formation of a task force that included representatives of the school, business, industry, and public sectors. Eventually, two Baltimore contractors each agreed to hire four economically disadvantaged students for a two-year work experience program. In order to alleviate the employers' fears that the students might not be able to meet strict contract deadlines and might thereby jeopardize their employers' business concerns, the City agreed to allow the employers to deduct up to 85 percent of a program participant's salary for the first year and up to 25 percent provided the student was retained for a second year. Because the contractors eventually lost some of their bids, the number of program participants was reduced to four for the second year. Despite the somewhat limited scope of the project, it was deemed a success in that it provided the students with an exposure to the advantages and disadvantages of self-employment and afforded them the opportunity to be coached by a seasoned professional in this area. Student interest in entrepreneurship in the building trades appeared to increase after participation in the project. (Two flow charts are appended.) (MN)

ED 252 680

CE 040 460

Sutter, Sally A.

Statewide Evaluation of Vocational Education Consumer and Homemaking Programs. Final Report.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—Jan 85

Contract—83-4011

Note—276p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Consumer Education, Dropout Prevention, Educational Benefits, Educational Finance, \*Educational Objectives, Educational Planning, Educational Policy, Federal Programs, \*Home Economics, Homemaking Skills, Occupational Home Economics, Program Attitudes, \*Program Effectiveness, Program Evaluation, Program Improvement, Secondary Education, \*State Federal Aid, \*State Programs, State Surveys, Statewide Planning, Vocational Education

Identifiers—\*Pennsylvania

A systematic, statewide study of vocational education consumer and homemaking programs was conducted in Pennsylvania to gather data for use in decision-making concerning future funding and for redirection and improvement of these programs. Data were gathered through review of funded projects; questionnaires to school districts; in-depth study of 21 districts; and interviews with school administrators, classroom teachers, guidance counselors, and students. The data pertained to the background of federal funding, the role of consumer and homemaking education in overall state strategy, and the results for the learners of participation in these programs. Some of the conclusions of the study were the following: (1) the impact of the program, as described by students and teachers was preparation for independent living and home and family life; (2) programs provide an opportunity to encourage potential dropouts to remain in school; (3) programs contribute to overall strategy of vocational education for the state and conform to guidelines that are related to funding legislation; and (4) maintenance of these programs creates a dependency upon entitlement funds and without continued funding, the majority of programs would not exist in their present forms. Recommendations for program improvement include a need for statewide leadership and direction and a need for teacher participation in inservice training. (Extensive appendices include project correspondence; funding procedure information; a matrix for project review; and forms for questionnaires, interviews, monitoring, and accountability.) (KC)

ED 252 681

CE 040 463

Grossman, Nancy Owen, Susan

Kansas Business Education Curriculum Guide.

Kansas State Dept. of Education, Topeka. Vocational Education and Postsecondary Div.

Pub Date—Jul 84

Note—57p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accounting, \*Business Education, Communication (Thought Transfer), Computer Literacy, \*Computer Oriented Programs, Computer Software, \*Course Content, Course Descriptions, Educational Needs, Educational Trends, Education Work Relationship, Futures (of Society), Microcomputers, \*Office Occupations Education, Postsecondary Education, Program Development, Program Improvement, Secondary Education, State Curriculum Guides, \*Word Processing

Identifiers—\*Kansas, Keyboarding

This curriculum guide was developed to help business education teachers in Kansas improve and update their curricula to meet the needs of the present and future electronic office. The guide is based upon the premise that computer and keyboarding skills will be needed by all students and that communication skills and knowledge of word processors/computers will be a skill needed by all business graduates. The first of eight sections introduces the guide, summarizes the philosophy behind its development, and outlines career opportunities for business graduates. In the second and third sections, a curriculum for secondary and postsecondary schools is recommended, and course descriptions are provided. Hardware and software for business education are discussed in the fourth section, with some price information and recommendations given. The fifth section of the guide suggests ideas for implementing the curriculum and teaching techniques, while the next two sections, in brief notes, cover testing and evaluation and adult evening training. The final section of the guide is a bibliography that lists instructional materials, including textbooks for word processing, communications, machine dictation, human relations, keyboarding, and computer literacy; reference materials; keyboarding and computer literacy software packages; newsletters; publications on office automation; educational computing journals; and business education software. Appendixes to the guide contain information on setting up courses on keyboarding and computer literacy and a displaywriter check list. (KC)

ED 252 682

CE 040 464

Industrial Arts 7-9. Power/Energy: Electricity/Electronics, Power Mechanics, Power/Energy.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0143-0

Pub Date—83

Note—549p.; For related documents, see CE 040

465-466 and CE 040 478. Replacement of earlier

teacher's guide (1969).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, \*Electricity, \*Electronics, \*Energy, Foreign Countries, \*Industrial Arts, Junior High Schools, Learning Activities, Learning Modules, \*Power Technology, Program Design, Program Implementation, Safety

This guide for industrial arts grades 7-9 provides teachers with a curriculum for the subject cluster of power/energy. An "Overview" section presents the rationale, discusses how the content of the program is related to the developmental stages of the adolescent, describes the structure of the industrial arts program, and lists program goals and objectives. The "Implementation" section covers program design, scope and sequence, time allotment, integration, selection of materials, evaluation, and students with special needs. The power/energy subject cluster has 3 areas of study and includes 13 core modules for electricity/electronics, 11 for power mechanics, and 11 for power/energy. Each module includes a major objective, estimated time, and student objectives with corresponding suggested activities and notes and suggested resources. Three modules common to all three areas are student orientation, safety, and careers. Module titles common to the three areas (although the modules themselves are different) are measurement, planning and design, consumerism, tools and fasteners, energy sources, and energy conversion. Other modules include components, energy transmission, transmission of power and energy, energy systems, power systems, electrical wiring, and routine care and maintenance. A bibliography is appended. (YLB)

ED 252 683

CE 040 465

Industrial Arts 7-9. Graphic Communications.

Drafting, Graphic Arts.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-86497-125-7

Pub Date—83

Note—504p.; For related documents, see CE 040 464-466 and CE 040 478. Replacement of earlier teacher's guide (1969).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC12 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum Guides, Design, \*Drafting, Foreign Countries, \*Graphic Arts, \*Industrial Arts, Junior High Schools, Learning Activities, Learning Modules, Orthographic Projection, Printing, Program Design, Program Implementation, Safety

Identifiers—\*Graphic Communication

This guide for industrial arts grades 7-9 provides teachers with a curriculum for the subject cluster of graphic communications. An "Overview" section presents the rationale, discusses how the content of the program is related to the developmental stages of the adolescent, describes the structure of the industrial arts program, and lists program goals and objectives. The "Implementation" section covers program design, scope and sequence, time allotment, integration, selection of materials, evaluation, and students with special needs. The graphic communications subject cluster has three areas of study and includes 13 core modules for drafting, 14 core and 3 optional modules for graphic arts, and 19 core and 3 optional modules for graphic communications. Each module includes a major objective, estimated time, and student objectives with corresponding suggested activities and notes and suggested resources. Three modules common to all three areas of study are student orientation, safety, and careers. Other modules cover measurement, planning and design, consumerism, sketching, mechanics of drawing, pictorial drawing, orthographic drawing, drawing interpretation, drawing reproduction, electronic systems, screen process, relief printing, photography, and office graphic arts equipment. A bibliography is appended. (YLB)

ED 252 684

CE 040 466

Industrial Arts 7-9. Construction.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0139-2

Pub Date—83

Note—248p.; For related documents, see CE 040 464-465 and CE 040 478. Replacement of earlier teacher's guide (1969).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, \*Building Trades, \*Construction (Process), Curriculum Guides, Foreign Countries, \*Industrial Arts, Junior High Schools, Learning Activities, Learning Modules, Program Design, Program Implementation, Safety

This guide for industrial arts grades 7-9 provides teachers with a curriculum for the subject cluster of construction. An "Overview" section presents the rationale, discusses how the content of the program is related to the developmental stages of the adolescent, describes the structure of the industrial arts program, and lists program goals and objectives. The "Implementation" section covers program design, scope and sequence, time allotment, integration, selection of materials, evaluation, and students with special needs. The construction subject cluster has one area of study—construction—and includes 16 core and 5 optional modules. Each module includes a major objective, estimated time, and student objectives with corresponding suggested activities and notes and suggested resources. The 16 core modules are student orientation, safety, careers, measurement, planning and design, consumerism, site selection, materials, separation, fastening, footings and foundation, floors, walls and partitions, roofs, enclosing, and energy and insulation. The five optional modules are exterior finish, interior finish and trim, plumbing system, electricity, and landscaping. A bibliography is appended. (YLB)

ED 252 685

CE 040 469

Administration of the Job Corps Program by the

Employment and Training Administration of the

Department of Labor. Hearing before a Subcommittee of the Committee on Government Operations,

House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U. S., Washington, D. C. House

Committee on Government Operations.

Pub Date—26 Sep 84

Note—172p; Document contains small type.  
Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Disadvantaged, \*Employment Programs, Federal Legislation, \*Federal Programs, Hearings, Job Skills, \*Job Training, \*Out of School Youth, \*Program Effectiveness, Program Improvement, Vocational Education  
Identifiers—Employment and Training Administration, \*Job Corps

In this congressional oversight hearing on the administration of the Job Corps Program, focus is on the success of the Job Corps as well as on areas for program improvement. Testimony includes statements and letters and other material submitted for the record by Representatives in Congress and individuals representing the RCA Service Company; Employment and Training Administration, United States Department of Labor; Job Corps; Teledyne Economic Development Company; American Federation of Government Employees; and Singer Company. (YLB)

ED 252 686 CE 040 475

Exploration of Business (9).

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0191-0

Pub Date—84

Note—374p; Replaces the 1973 curriculum guide, Exploration of Business.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—\*Accounting, Behavioral Objectives, Business, \*Business Education, \*Career Exploration, Clerical Occupations, \*Consumer Education, Consumer Protection, Curriculum Guides, Data Processing, Foreign Countries, Grade 9, Learning Activities, Learning Modules, \*Marketing, Office Occupations, Office Occupations Education, Program Design, Program Implementation, Secondary Education, \*Type-writing

Identifiers—\*Keyboarding

This guide provides teachers with a business exploration curriculum for grade 9. The course is designed to introduce beginning students to the language of business, to careers, to consumerism, to economics, and to technology. An "Overview" section presents the rationale, describes the program structure, and lists program goals and objectives. The "Implementation" section covers program design, scope and sequence, time allotment, integration, selection of materials, evaluation, and students with special needs. The curriculum is divided into six modules: career exploration, consumerism, accounting and data processing, office procedure, marketing, and keyboarding (typewriting). Each module includes notes and suggested time, major objectives, and student objectives (and topics) with suggested activities and note and resources. Appendixes include overhead transparency masters for module VI; keyboarding (typewriting); and testing, grading, and evaluation for module VI. A bibliography is also provided. (YLB)

ED 252 687 CE 040 476

Lifestyles 205. Interim Guide.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-86497-099-4

Pub Date—82

Note—142p; Replaces an earlier pilot guide (1981-82).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, \*Career Education, \*Consumer Education, Curriculum Guides, \*Decision Making, Family Relationship, Foreign Countries, High Schools, \*Individual Development, \*Interpersonal Relationship, Learning Activities, \*Life Style, Money Management, Program Design, Program Implementation

This interim guide develops a new high school option, Lifestyles 205 and provides teachers with a curriculum for a lifestyles studies course for grade 11 or 12. The course includes several major components that emphasize the roles of the developing individual as a producer and consumer and as a family and community member. Major functions of the program are to expand areas of choice, to confirm choice as a normal and valuable human process, and to facilitate changes in student attitudes and behavior. An "Overview" section presents the rationale and lists goals and objectives. The "Implementation" section covers program design for offering

lifestyles studies as a full course or as two half-credit courses, teaching methodology, students with special needs, and evaluation. The course is composed of three units: personal development (40 hours), the consumer and producer (40 hours), and interpersonal relationships (40 hours). Each unit is based on major concepts for which are provided student objectives with corresponding content outline and suggested activities. Listings for resource material for each unit are appended. (YLB)

ED 252 688 CE 040 477

Home Economics 7-9.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-86497-103-6

Pub Date—82

Note—308p; Replaces the Junior High School Home Economics guide (1974). For related document, see CE 040 478.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Behavioral Objectives, Child Development, \*Clothing Instruction, Curriculum Guides, \*Foods Instruction, Foreign Countries, \*Home Economics, \*Individual Development, Junior High Schools, Learning Activities, Nutrition, \*Nutrition Instruction, Program Design, Program Implementation, \*Textiles Instruction

This guide for junior high school home economics provides teachers with a curriculum for grades 7, 8, and 9. An "Overview" section presents the rationale, discusses how the content of home economics programs is related to the developmental stages of the adolescent, describes the program structure, and lists program objectives. The "Implementation" section covers program design, scope and sequence, time allotment, related school programs, selection of materials, evaluation, students with special needs, and integrative concepts. The curriculum, presented separately for each of grades 7, 8, and 9, is divided into three areas of study: human development, nutrition and foods, and textiles and clothing. Each of the three areas of study is based on major concepts. These major concepts are accompanied by major objectives and student objectives with corresponding generalizations (concepts and content) and suggested activities. Appendixes include a listing of resource material and addresses of resources. (YLB)

ED 252 689 CE 040 478

Joint Explorations Program. A Supplement to

Home Economics/Industrial Arts 7.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0191-X

Pub Date—84

Note—36p; For related documents, see CE 040 464-466 and CE 040 477.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Career Exploration, Curriculum Guides, Foreign Countries, Grade 7, \*Home Economics, \*Industrial Arts, \*Interdisciplinary Approach, \*Introductory Courses, Junior High Schools, \*Program Design, \*Program Implementation

This Joint Explorations Program for Home Economics/Industrial Arts, middle years, is a guide and support document related to the curriculum guides for Home Economics 7-9, and Industrial Arts 7-9. Developed as part of the overall revision of the Home Economics and Industrial Arts programs for the junior high schools of Manitoba, the guide provides materials to help the teacher design an 80-hour explorations program that includes two areas of study in home economics and two in industrial arts. The exploratory program is intended to provide students with a wide range of experiences that enhance the awareness and development of students' technical ability, judgment, self-reliance, resourcefulness, and knowledge of self, all of which lead to becoming more effective producers and consumers. An "Overview" section presents the rationale for a joint explorations program, discusses how the content of the program is related to the adolescent developmental stages, describes the program structure, and lists exploratory objectives and program goals and objectives. The "Implementation" section covers program design, scope and sequence, time allotment, selection of materials, evaluation, and students with special needs. The areas of study in home economics and in industrial arts are listed, and suggestions are offered for choosing areas of study and exploratory objectives. (YLB)

ED 252 690 CE 040 479

Work Education. Guidelines for Teachers and

Administrators.

Manitoba Dept. of Education, Winnipeg.

Pub Date—Nov 84

Note—68p; Replaces an earlier guide (Guide for Work Education in Manitoba's Public Schools, 1973).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Development, \*Career Education, Educational Legislation, Foreign Countries, \*Guidelines, \*On the Job Training, \*Program Development, \*Program Improvement, Secondary Education, Vocational Education, \*Work Experience Programs

Identifiers—\*Manitoba

This guide for coordinating the efforts of teachers and administrators provides a framework for setting up and improving work education programs within the parameters of the legislation and definitions that apply in the Province of Manitoba. The first five sections discuss work education. Work education is defined, and programs that use work education are described; some objectives are listed; and the related in-school instruction is briefly addressed. The next two sections discuss the two basic principles of work education: cooperation and communication. The participants in work education are the focuses of the next seven sections—students, parents, employers, workers, teachers, administrators, and advisory committees. Five sections offer guidelines regarding the legal aspects of work education, specifically the Public Schools Act and regulations, Workers Compensation, student age limitations, liability, and use of forms. The mechanics of work education is addressed in four sections on: planning the use of work education in a program, recruiting and maintaining work stations, caring for the student in the workplace, and helpful hints from practitioners on a variety of topics. Appendixes include examples of forms, situations in which checklists are useful, suggested community resources, a listing of resource materials, and pertinent excerpts from Manitoba law. (YLB)

ED 252 691 CE 040 480

Menz, Frederick E., Ed. And Others

Work Adjustment Competencies: Annotated Resources for Training.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Jan 84

Grant—16-P-5682115

Note—261p.

Available from—Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Pub Type—Reference Materials - Nonclassifications/Classifications (134) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Behavior Modification, \*Career Education, Client Characteristics (Human Services), Communication Skills, Counseling Techniques, Counselor Client Relationship, Disabilities, Educational Needs, Educational Technology, Employment Opportunities, Guidelines, Interpersonal Competence, Job Analysis, Job Development, Job Search Methods, Job Skills, Personnel Management, Postsecondary Education, \*Prevocational Education, Questionnaires, Records (Forms), Resources, Staff Development, Student Evaluation, \*Teacher Education, Teaching Methods, \*Vocational Adjustment, Vocational Evaluation, \*Vocational Rehabilitation, Work Attitudes

Identifiers—Special Needs Students

This resource manual is intended to be used by instructors and trainers in both preservice and short-term training as a tool to assist in designing new offerings and redesigning old offerings for work adjustment trainees. Annotations are provided of resources in 19 work adjustment competency areas, including the following: specific marketable skills and work habits, individualized client programming, professional communications and paper work, behavior modification, client supervision, rehabilitation as a process, vocational information and resources, vocational evaluation technology, principles of human behavior, personal and social development, disability and target group characteristics, vocational evaluation as a process, employment opportunities and client placement, staff supervision, teaching and training technologies, general and basic employment acquisition skills, job

analysis and development, job modification, and production and industrial operations. Each annotation contains some or all of the following: a key term, a code indicating whether the content is applied or theoretical and general or specific, the target audience, a statement concerning format, the author and title of the resource, its source, and an abstract. Two vocational and work adjustment training needs inventories are provided. The resources are indexed according to key terms. (MN)

**ED 252 692** **CE 040 481**

**Asian-South Pacific Bureau of Adult Education**  
Courier No. 32.

Asian - South Pacific Bureau of Adult Education.  
Pub Date—Dec 84

Note—92p.

Journal Cit—ASPBAE Courier; n32 Dec 1984

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Education, \*Developing Nations, Economic Development, Educational Needs, \*Educational Practices, Employed Women, \*Females, Financial Support, Industry, Needs Assessment, \*Nonformal Education, Socioeconomic Status, Staff Development, Trainers, Urban Areas

Identifiers—\*Asia, Indonesia, \*South Pacific, Special Needs Students

This issue is comprised of a series of articles dealing with adult education in Asia and the South Pacific. Included in the issue are the following articles: "Thoughts for the Advancement of Women's Project" by Sally Bruce Seddon; "Adult Education Program for Working Women in Kumi Industrial Area" by Yoon Bok-Nam; "Needs Identification: The Gateway to Success in Adult Education" by Dominic M. Mutava; "Study Analysis of the Learning Fund" by Umberto Sihombing; "Nonformal Education in Indonesia" by A. Surjadi; "Training of Trainers: An Experience" by Seemantinee Khot; and "Who Teaches Who?" by Brian Lee. (MN)

**ED 252 693** **CE 040 483**

Miller, Juliet V. And Others

**Overview on Excellence. ERIC Digests Nos. 31-35.**  
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—12p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Back to Basics, Basic Skills, \*Career Education, Career Planning, Educational Attitudes, Educational Benefits, Educational Cooperation, Educational Improvement, Educational Needs, Educational Practices, Educational Quality, Educational Research, Educational Strategies, Employer Attitudes, Fused Curriculum, Guidelines, Models, Needs Assessment, Outcomes of Education, Postsecondary Education, Research Utilization, \*School Business Relationship, \*School Effectiveness, School Holding Power, Secondary Education, \*Time on Task, \*Vocational Education

Identifiers—ERIC, \*Excellence in Education

This set of five digests provides an overview of the issue of attaining excellence in vocational education. The first digest deals with effective schools research, characteristics of effective schools, implications of effective schools research for high school vocational education, and strategies for improving school effectiveness. Covered in the second digest are the following aspects of the effects of career education on student achievement and retention: excellence and career education goals; career education models; and the effects of career education on school achievement, school retention, and career and educational planning skills. The next digest, which examines time on task in vocational education, discusses the nature, importance, and use of time on task in secondary and postsecondary vocational education as well as factors related to efficient use of time and strategies teachers can use to improve time spent on task. Included in the digest on employers' expectations of vocational education are discussions of the following: how employers grade vocational education, why they hire vocational graduates, what vocational programs should emphasize, what are some barriers to cooperating with

vocational education, and how these barriers can be overcome. The final digest addresses the nature and importance of the new basics; acceptable basic skills attainment levels for vocational students; and strategies, resources, and models available for use in teaching the new basics through vocational education. Each digest includes a bibliography of resources, most of which are available from the Educational Resources Information Center (ERIC) system. (MN)

**ED 252 694** **CE 040 487**

Knowles, Malcolm S.

**Creating Lifelong Learning Communities (Conceptualizing All Social Systems as Systems of Learning Resources).**

Pub Date—Jan 83

Note—13p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984). Working paper prepared for the Unesco Institute for Education (Hamburg, Germany, January 1983). Document contains some broken print.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, Behavioral Objectives, \*Community Action, Community Programs, Databases, Data Collection, Educational Needs, Guidelines, Independent Study, \*Information Networks, \*Lifelong Learning, \*Models, Needs Assessment, \*Nonformal Education, Policy Formation, Postsecondary Education, Program Administration, Program Design, Program Development, Program Evaluation, Resource Allocation, Shared Services, \*Systems Approach

Identifiers—\*Lifelong Learning Resources System

A model is proposed for developing and implementing a community-based lifelong learning resources system. The model, which is based on systems theory, features the following sequence of activities: identifying all the learning resources in a community, incorporating information about these resources into a database, establishing a mechanism for policymaking and administration, and designing a lifelong learning process. This program design process calls for individuals to engage in a series of learning projects that involve the following elements: development of the skills of self-directed inquiry, diagnosis of learning needs, translation of these needs into learning objectives, identification of human and material resources for accomplishing the objectives, design of a plan of strategies for using these resources, execution of the plan, and evaluation of the extent to which the objectives have been accomplished. The model is suitable for use both in the United States and in developing nations. (Appended to this working paper are a list of the skills of self-directed learning, a list of competencies for performing life roles, and a graphic representation of the model.) (MN)

**ED 252 695** **CE 040 488**

Baskirk, Don

**Industrial Arts Education in the Future as Foreseen by Parents, Counselors, Board Members, and Administrators of Secondary Schools.**

Pub Date—1 Dec 84

Note—28p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, November 30-December 4, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Course Content, \*Curriculum Development, \*Educational Needs, Educational Objectives, Educational Planning, Educational Trends, \*Futures (of Society), \*Industrial Arts, \*Program Attitudes, \*Program Improvement, Secondary Education, State Surveys, Statewide Planning

Identifiers—\*Nebraska

A study of industrial arts curriculum priorities was conducted among parents, school board presidents, superintendents, and counselors of secondary schools in Nebraska in order to obtain information from non-classroom individuals who still had an impact on industrial arts programs in secondary schools. For the study, 10 well-accepted general industrial arts statements were broken down into 54 substatements that were carefully worded to include both traditional and futuristic terminology and content. Other items such as standards for programs, take-home projects, and name changes were also included. Study participants were asked to rate the items on a five-point Likert scale to indicate agreement on their inclusion in industrial arts programs.

The top 10 substatements included (1) the study of conservation methods by industries, (2) the development of basic mathematics skills, (3) general use of tools, (4) industrial arts for all girls and boys in grades 7-12, (5) inclusion of other disciplines in industrial arts, (6) use of industrial arts for resource information for other occupations, (7) industrial arts as basic to other vocational courses, and the inclusion in industrial arts of (8) natural resources, (9) the environment, and (10) industrial advancement into the future. Other statements scored high by respondents included hands-on activities, the clustering of courses, a competency-based curriculum, and the use of samples or examples of industrial processes. Incorporating the results of this study into the industrial arts program can prepare youth for the world of work and provide a better understanding of human nature in a technological environment. (KC)

**ED 252 696** **CE 040 489**

Maley, Donald

**Excellence in Industrial Arts—A Fundamental Perspective for All of Education.**

Pub Date—84

Note—14p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, November 30-December 4, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Needs, \*Educational Philosophy, Human Dignity, \*Individual Development, Individual Needs, \*Industrial Arts, Policy Formation, Postsecondary Education, \*Program Improvement, Public Policy, Secondary Education, \*Self Actualization, Trade and Industrial Education

Identifiers—\*Excellence in Education, \*United States

The topic of excellence in industrial arts provokes the question: "Excellence in relation to what?" What is the central mission around which one might attempt to describe or even achieve the position of "excellence"? The importance of establishing a clear understanding of excellence in education is dependent upon the definition of excellence and the establishment of benchmarks or goals for education that befit U.S. democracy. The goals of education in the United States are embodied in a profound commitment to the fullest development of each person. The issue, therefore, is not "excellence in industrial arts." It is excellence in all education, excellence in developing the talents and abilities of each person to the fullest. However, "excellence" cannot exist without equity. They are inseparable in a democracy, mandating that the offerings of education reach out to the poorest student as well as to the most capable, to the handicapped as well as to those in the mainstream. The industrial arts establishment could profit from recent research on excellence in business. A program drawn from this research would include these elements, among others: (1) establishing broad goals in keeping with basic tenets underlying democracy, (2) promoting a sense of concern for every learner, (3) developing teacher qualities and behaviors, and (4) developing programs that are aimed at the achievement of excellence in relation to maximum development of the individual. The strength of this nation demands such excellence. (KC)

**ED 252 697** **CE 040 490**

Asselin, Susan B. Anderson, Alice

**Follow-Up of Inservice Program on Teacher Assistants for Mainstreamed Students in a Vocational-Technical Center.**

Pub Date—1 Dec 84

Note—10p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, November 30-December 4, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Exceptional Persons, \*Inservice Teacher Education, Mainstreaming, Outcomes of Education, \*Peer Teaching, Postsecondary Education, \*Program Effectiveness, Secondary Education, \*Special Education, \*Teacher Attitudes, \*Tutorial Programs, Tutoring, \*Vocational Schools, Volunteer Training

This study examined the variables that affect vocational teachers' implementation of an educational innovation—peer tutors for mainstreamed special education students. The researchers explored teachers' perceptions of the peer tutoring program prior



to the inservice session, at the completion of a pilot test, and prior to the second year of implementation. The subjects for the study were 16 vocational and academic teachers employed at the Arnold R. Burton Vocational Technical Center in Virginia. They provided data through written surveys and interviews. During the inservice session, teachers were provided with strategies for using peer tutors, and the teachers made suggestions for training and selecting the tutors. Training was provided for 36 peer tutors, who then worked in the pilot program for one semester with the teachers. About half of the tutors continued in the following semester. The data gathered before the inservice program showed that more than half the teachers had used peer tutors informally and most were favorably disposed toward them. Data gathered at the conclusion of the pilot study and at the end of the next semester showed that teachers felt there were benefits from the peer tutoring program. They especially liked the training provided to the peer tutors (called "teacher assistants"). The teachers also cited support from a school-based coordinator and participation by an outside consultant as contributing to the success of the program. Program improvements wanted by the teachers included more stress on responsibility and commitment for the teacher assistants. Based on the results of the study, the program is continuing and being expanded with the inclusion of new teachers. (KC)

ED 252 698 CE 040 492

Tindall, Lloyd W. And Others

**Promising Programs Which Use Job Training Partnership Act Funds for the Vocational Education, Training and Employment of Handicapped Youth.**

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Jun 84

Note—51p.

Pub Type—Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Programs, Cooperative Planning, Cooperative Programs, Demonstration Programs, \*Disabilities, Educational Cooperation, Educational Finance, Educational Legislation, \*Employment Services, \*Federal Aid, Federal Legislation, Guidelines, Job Placement, Job Training, Postsecondary Education, Program Administration, Program Development, Public Policy, School Business Relationship, School Districts, Secondary Education, Statewide Planning, Summer Programs, \*Vocational Education, \*Vocational Rehabilitation, \*Youth Programs

Identifiers—\*Job Training Partnership Act 1982

This booklet, which is intended to provide ideas on how Job Training Partnership Act (JTPA) funds can be used to serve disabled youth, lists and describes over 75 promising programs funded by the JTPA to provide vocational education, training, and employment services to handicapped youth. The following types of programs are described: State and local JTPA planning efforts, secondary and postsecondary school year and summer programming funded under Titles IIA and IIB of the JTPA, community-based programming, local and statewide JTPA vocational rehabilitation agreements and vocational rehabilitation programs, and other federally sponsored employment preparation programs for disabled individuals. Each program description includes some or all of the following: the name and location of the program, a statement of the program's scope, the name and address of a program contact person, a brief discussion of the focus of the program, a list of the characteristics of the target audience served by the program, a list of documents generated by the program, an information contact, the name and address of the project grant recipient, and a discussion of significant features of the program. Appended to the booklet is a list of those States whose Governors have defined handicapped youth as "a family of one" for the purpose of establishing income eligibility requirements under JTPA. (MN)

ED 252 699 CE 040 493

Tindall, Lloyd W. And Others

**JTPA Youth Competencies and Handicapped Youth.**

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC. Pub Date—Oct 84

Note—61p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Basic Skills, Check Lists, Competency Based Education, \*Disabilities, Educational Cooperation, Educational Legislation, \*Evaluation Criteria, Evaluation Methods, Federal Legislation, Guidelines, \*Job Skills, Job Training, Postsecondary Education, \*Prevocational Education, Questionnaires, Records (Forms), School Business Relationship, Secondary Education, Skill Development, \*Student Evaluation, Youth Programs

Identifiers—\*Job Training Partnership Act 1982, Private Industry Councils

This booklet is designed to provide ideas on how youth competencies in the areas of basic education, pre-employment and work maturity, and job-specific skills can be utilized to help disabled youth meet performance standards in programs funded under the Job Training Partnership Act (JTPA). Discussed in the introductory section are the following topics: the basic provisions of the JTPA and their implications for disabled youth, adoption of a competency-based student evaluation system, the advantages and disadvantages of a competency-based system for student assessment, and strategies for helping a private industry council (PIC) develop a competency-based system. Next, three models of the competency development process are described. The next, three chapters, which constitute the bulk of the guide, contain numerous forms, questionnaires, and checklists that are currently being used by PICs and other JTPA-related agencies across the country to assess the competency levels of disabled clients with respect to the following skill areas: pre-employment and work maturity, basic education, and job-specific skills. Concluding the guide is a list of references and contact persons. (MN)

ED 252 700 CE 040 494

Just, David A.

**The Labor Market Experiences of Delinquent Youth.**

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Vocational Education.

Pub Date—84

Note—14p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, November 30-December 4, 1984). For a related document, see ED 247 427.

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, \*Delinquency, \*Drinking, \*Drug Abuse, Education Work Relationship, Employment, Employment Patterns, Employment Problems, \*Females, High Schools, Hispanic Americans, Males, Vocational Education, \*Youth Employment

The purpose of this study was to determine the relationship between female delinquent behavior and labor market experiences. Data for the research consisted of responses from approximately 4,000 15- to 17-year-old youth who participated in the 1980 New Youth Survey of the National Longitudinal Surveys of Labor Market Experience. Variables examined in the study included delinquency, gender, ethnic origin, age, suspension from school, current residence (urban/rural), and standard metropolitan area. The study showed that 28 percent of all females 15 to 17 years old have consumed alcohol at least once, while 22 percent have smoked marijuana/hashish at least once. Two percent of the females have consumed alcohol at least 50 times and 6 percent have smoked marijuana/hashish at least 50 times. This delinquent behavior was measured against the criterion variable, labor force status. Delinquency suggested either no relationship with the criterion variable or a rather unusual inverse relationship. As the self-reported acts of delinquency increased, so did the employment rates. This unusual relationship may be a result of the following circumstances: students employed have more opportunities to commit delinquent acts than students in school because of the different structures of the environments. The study also showed that suspension from school was far more detrimental than had been believed. Females suspended from school could expect significantly lower rates of employment than females not suspended from school. Through specific intervention strategies, profession-

als in vocational education can make a difference in the path a troubled youth selects. (Extension tables are included in this report.) (Author/KC)

ED 252 701 CE 040 497

Wanacott, Michael E. Kendall, Elizabeth

**Assist Students in Achieving Basic Reading Skills.**

Module M-1 of Category M-Assisting Students

in Improving Their Basic Skills. Professional

Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for

Research in Vocational Education.

Spons Agency—Department of Education, Wash-

ington, DC.

Report No.—ISBN-0-89606-169-8

Pub Date—85

Note—52p.; For related documents, see ED 249

373, ED 250 531, and CE 040 498.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Classroom Environment, Classroom Techniques, Cloze Procedure, \*Competency Based Teacher Education, \*Content Area Reading, Educational Needs, Fused Curriculum, Guidelines, Individualized Instruction, Informal Reading Inventories, Learning Modules, Material Development, Needs Assessment, Postsecondary Education, \*Reading Instruction, \*Reading Skills, Secondary Education, Skill Development, Student Evaluation, Teacher Education, \*Teaching Methods, Vocabulary Development, \*Vocational Education, Vocational Education Teachers

This learning module, one of a series of 127 performance-based teacher education learning packages focusing on specific professional competencies of vocational teachers, deals with the task of assisting students in achieving basic reading skills. Addressed in the individual learning experiences included in the module are the following topics: the role of the vocational instructor in developing students' reading skills; creation of an appropriate environment; assessment of students' reading needs and abilities to handle instructional materials using fused techniques as the cloze procedure; and techniques and strategies to use in helping students improve reading skills (teaching technical vocabulary, providing practical reading knowledge and tips, using reading games, supplementing reading assignments, individualizing reading help, and providing practice and reinforcement). Each learning experience contains an objective, one or more learning activities, and a feedback activity. The module provides student teachers with an opportunity to examine case studies, develop their own instructional materials, and assist students in developing reading skills in an actual teaching situation. (MN)

ED 252 702 CE 040 498

Fardig, Glen E. West, Gail B.

**Assist Students in Developing Technical Reading**

Skills. Module M-2 of Category M-Assisting

Students in Improving Their Basic Skills. Professional

Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for

Research in Vocational Education.

Spons Agency—Department of Education, Wash-

ington, DC.

Report No.—ISBN-0-89606-177-9

Pub Date—85

Note—92p.; For related documents, see ED 249

373, ED 250 531, and CE 040 497. Originally

developed as part of the Performance-Based Vocational Teacher Education Project at the University

of Central Florida.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Environment, Classroom Techniques, \*Competency Based Teacher Education, \*Content Area Reading, Educational Needs, Fused Curriculum, Guidelines, Instructional Development, Instructional Materials, Learning Modules, \*Material Development, Needs Assessment, Postsecondary Education, Reading Comprehension, \*Reading Instruction, Reading Materials, Reading Skills, Secondary Education, Skill Development, Student Evaluation, Teacher Developed Materials, Teacher Education, Teach-

ing Methods, \*Technical Education, Vocabulary Development, \*Vocational Education, Vocational Education Teachers

This learning module, one of a series of 127 performance-based teacher education learning packages focusing on specific professional competencies of vocational teachers, deals with the task of assisting students in developing technical reading skills. Addressed in the individual learning experiences included in the module are the following topics: the importance of technical reading in vocational programs (fusing the teaching of reading and content, assessing student needs and abilities, using additional resources, and understanding the reading process); development of vocabulary exercises (context clues, structural analysis, oral vocabulary instruction, and word puzzles and games); development of comprehension skills (levels of comprehension, strategies in reading for main ideas and details, and techniques for questioning and for helping students recognize patterns); development of graphics reading exercises; and formulation of a plan to teach technical reading skills (reading and analyzing materials, using a text analysis chart, introducing reading materials, and developing a study guide and enrichment activities). Each learning experience contains an objective, one or more learning activities, and a feedback activity. The module provides student teachers with the opportunity to examine case studies; develop instructional materials, exercises, and a teaching plan; and assist students in developing technical reading skills in an actual teaching situation. (MN)

ED 252 703

CE 040 499

Junge, Denis A. And Others

**Perception of Business and Industry: Basic Skills Necessary for Successful Employment Compared to Competencies of Entry Level Employees.**

Southern Illinois Univ., Carbondale.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 83

Contract—R31-13-D-0368-460

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Basic Skills, Business Communication, Communication (Thought Transfer), \*Educational Improvement, \*Educational Needs, Educational Trends, \*Education Work Relationship, \*Employer Attitudes, Employment Potential, Employment Problems, \*Entry Workers, Futures (of Society), Job Skills, Program Improvement, School Business Relationship, Secondary Education, Skill Development, Statewide Planning

Identifiers—Illinois

This study was conducted to assess business and industry's perceptions of the basic skills needed for entry-level successful employment. It also assessed business and industry's perceptions of the competencies that entry-level employees now have. Information was gathered via a basic skills questionnaire that was mailed to the personnel directors of 116 of the largest companies in Illinois (with a return rate of 44 percent—51 responses). The results of the study demonstrate a significant difference in business executives' perception of the level of basic skills important for success and the competence of secondary school graduates. This finding permeates the skill areas of writing, speaking/listening, reasoning, reading, mathematics, and science. The employers ranked especially high the skills of communication and reasoning; however, they believe that the schools are providing an inferior product in those skill areas. For example, respondents identified "writing standard English sentences" as the most deficient competency. In response to the deficiencies found in entry-level employees, many of the corporations have been forced to create their own business English or communication courses. The study concluded that changes need to be made in the educational system in order to prepare students for the technical world of work that is emerging. Some of these changes involve making school work more active and oriented toward problem solving and information processing, rather than toward the traditional teaching methods of talking to students and "filling" them with knowledge. (KC)

ED 252 704

CE 040 500

Daniels, M. Harry And Others

**Parents and Peers: Their Importance in the Career**

Decision Making Process.

Southern Illinois Univ., Carbondale.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—[83]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Career Choice, Career Education, Career Exploration, Counseling Techniques, \*Counselor Role, Counselors, \*Decision Making, Decision Making Skills, Educational Needs, Educational Planning, Parent Education, \*Parent Influence, \*Parent Participation, \*Parent Role, Parent School Relationship, Parent Student Relationship, Program Development, Program Improvement, Secondary Education, Statewide Planning

Identifiers—Illinois

This paper examines the role played by parents in their children's career decision-making process. Parents are identified as preeminent influences of adolescents' career decision making, a fact that has been largely unrecognized by career guidance personnel and school administrators, as evidenced by the lack of programs designed to enable parents to promote their children's career decision making. The report identifies four programs that may be used by school personnel to modify this situation: (1) career nights, (2) using parents as consultants in their child's career decision making, (3) parental use of a self-directed career center, originally designed for students, and (4) a handbook for career planners that could be given to parents. The report also makes recommendations for ways that career guidance personnel and administrators can involve parents in their children's career exploration. (Author/KC)

ED 252 705

CE 040 502

**Marketing and Distributive Education Curriculum Development Report. Final Report from December 31, 1981 to June 30, 1982.**

Florida Atlantic Univ., Boca Raton.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—30 Jun 82

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Communication (Thought Transfer), Competency Based Education, \*Curriculum Development, Distributive Education, \*Hospitality Occupations, \*Human Relations, \*Learning Modules, Marketing, Material Development, Postsecondary Education, \*Recreation, Salesmanship, Secondary Education, Tests, \*Tourism, Travel

A project developed 10 learning activity packets (LAPs)—3 for Recreation/Tourism and 7 for Human Relations Skills. These LAPs were for use in high schools, vocational-technical centers, and community colleges and for teacher preservice and inservice staff development activities. The LAPs were produced by a team of Marketing and Distributive Education Specialists following the guidelines and format established by the Interstate Distributive Education Curriculum Consortium (IDECC). LAP writers prepared multiple behavioral objectives; included a minimum of two individual and two group learning activities, using both in-school and out-of-school resources; listed instructional materials required for teaching the LAP; and developed tests, test keys, a glossary, and a learning manager's guide. The three Recreation/Tourism LAPs addressed the functions of Communications, Human Relations, and Selling within the context of preparing workers for jobs in these industries: Airlines, Car Rental, Cruise Ships, Tourist Attractions, and Travel Agency. The seven Human Relations LAPs addressed the generic functional areas within the current IDECC System's Human Relations category of Personal Development, Professional Development, and Customer Contact. (Following the six-page narrative and a bibliography are extensive appendices, including the project proposal, competency statements, a paper detailing LAP development processes, check points in writing IDECC LAPs, and correspondence.) (YLB)

ED 252 706

CE 040 506

Towards a Competence-Based System. An FEU

View.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-16-4

Pub Date—84

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Vocational Education, \*Competence, \*Competency Based Education, \*Experiential Learning, Foreign Countries, Job Skills, Job Training, Out of School Youth, Postsecondary Education, Secondary Education, \*Student Evaluation, \*Vocational Education

Identifiers—United Kingdom

This brief technical statement sets forth how the Further Education Unit Board of Management views the task of coming to grips with a training/education philosophy concerned with competence. It starts from the viewpoint that there is a common concern to raise standards of education and training; that the Board can support the Manpower Services Commission endeavors to move toward a competence-based system; and that wider access to training and jobs should be a priority. A wider definition of competence than that associated with working life is then offered, one that embraces formal and informal learning, extends beyond occupational skills into life skills, and requires changes in attitudes as well as in methodology. Examples from education/training are given on how competence can be defined, understood, delivered, and evaluated. The role and accreditation of experience is considered, and the problems of assessing competence are discussed. (YLB)

ED 252 707

CE 040 507

Mortimore, Jo. Ed.

Profiles in Action.

Further Education Unit, London (England).

Report No.—ISBN-0-946469-21-0

Pub Date—Oct 84

Note—110p.; For a related document, see ED 224 921.

Pub Type—Collective Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, Academic Records, Foreign Countries, Job Skills, Job Training, Out of School Youth, \*Performance, Postsecondary Education, \*Profiles, Secondary Education, Staff Development, \*Student Evaluation, \*Student Records, \*Vocational Education, Work Experience Programs, Youth, Youth Programs

Identifiers—Great Britain, Northern Ireland

This publication traces developments in the use of profiles produced over the last two years and attempts to face some difficult and controversial issues raised repeatedly in any consideration of profiling. The introduction addresses assessment issues. Section 2 discusses the technical issues surrounding profiles, or records of achievement, and their relationship to discusses the technical issues surrounding profiles and their relationship to graded assessments. Section 3 makes a case for the assessment of personal qualities of students and offers some guiding principles. Section 4 discusses the importance of staff development and makes suggestions as to its implementation. In section 5, some major further education examining bodies in Great Britain (Business Education Council, Technician Education Council, City and Guilds of London Institute, and Royal Society of Arts Examination Board) develop their recent thinking and chart progress in profiling, illustrated by their currently available schemes. Section 6 provides accounts of developments in Northern Ireland. It includes a review of a local education authority profile initiative that illustrates a range of profiling formats and indicates the practical support needed for effective implementation. Profiling in the Youth Training Programme is also reviewed. Appended are: (1) a draft policy statement on records of achievement for school leavers by the Department of Education and Science; and (2) comments on this statement by the authors of the present document. (YLB)

ED 252 708

CE 040 508

Guthrie, Chuck

**A Guide for Organizing a Volunteer Adult Reading Program (VARP). Second Edition.**

Murray State Univ., KY. Office of Extended Education.

Spons Agency—Kentucky State Dept. of Education. Div. of Adult Education.

Pub Date—May 83

Note—74p.; A few pages have blurred print.

Available from—West Kentucky Literacy Council,

c/o Adult Learning Center, Room 206, Roy Stewart Stadium, Murray State University, Murray, KY 42071 (\$5.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Functional Literacy, \*Literacy Education, \*Program Implementation, Student Recruitment, Tutoring, \*Tutors, \*Volunteers, Volunteer Training

This guide provides materials to help adult educators in organizing and developing volunteer literacy programs for the functionally illiterate adult. Introductory materials include a brief history of the Volunteer Adult Reading Program (VARP) and the philosophy and rationale of the program. A list of questions and answers follows that are intended to help in thinking through the whole process of organizing a VARP. Lists of instructions are then provided for each of the five weeks prior to the first class session. Brief instructions are also included for the eight-week VARP sessions. Extensive appendices, amounting to approximately 50 pages, include a VARP budget; flyers and advertisements; information on a literacy council, student recruitment, and tutor recruitment; a tutor training outline; a session outline; VARP objectives; a planning schedule; literacy council job descriptions; VARP accounting procedures; information on VARP tutor training and student testing; lists of adult literacy materials; a form for VARP statistics; a tutor job description; and a tutor/student attendance contract. (YLB)

ED 252 709

CE 040 509

Pukleppa, Hans

Training and Further Training in the Federal Republic of Germany.

Inter Nations, Bonn (West Germany).

Report No.—SO-4-84

Pub Date—84

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, Continuing Education, \*Developing Nations, Foreign Countries, \*Foreign Policy, \*Foreign Students, Graduate Study, Higher Education, International Relations, \*Labor Force Development, Postsecondary Education, \*Training, Vocational Education

Identifiers—\*West Germany

The Federal Republic of Germany uses its development aid policy to support the growth of manpower resources in developing countries by means of a broad spectrum of training and further training programs of foreign specialists. In planning these programs and arranging scholarships, Germany tries to orient itself toward the educational policy planning, objectives, and requirements of the developing countries. Special attention is given to ensuring applicability and transferability of training to the conditions in the countries of origin. State and non-state institutions offer training in major areas of activity of German development aid policy: agriculture; industry and trades; administrative vocations; transport; public health; education; communications technology, postal services, and telecommunications; media; tourism; economic and social statistics; water economy; building and construction; and environmental protection. As part of both development aid policy and external cultural policy in Germany, scientific cooperation with Third World countries is a major priority. Study opportunities for developing countries at German universities and colleges are provided in social and economic sciences, agricultural sciences, technology, medicine, municipal and regional planning, and human sciences. Problems confronting the training and further training of foreigners concern language, integration, and return home and re-integration. (Institutions involved in training of foreigners are listed.) (YLB)

ED 252 710

CE 040 510

Leigh, Robert K. And Others

GIFT. Good Ideas for Teaching. Assessing the Adult Learner.

Alabama Univ., Tuscaloosa.

Spons Agency—Alabama State Dept. of Education,

Montgomery. Div. of Adult Basic Education.

Pub Date—80

Note—119p.; Most pages are printed on colored

paper and may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Students, Diagnostic Teaching, \*Diagnostic Tests, High School Equivalency Programs, Readiness, Reading Readiness, \*Student Evaluation, \*Student Placement, Tests

Identifiers—Mathematics Readiness

This resource guide provides a set of assessment instruments to help the adult basic education teacher appropriately place each learner at Level I, Level II, and/or General Education Development Level of instruction. An introduction briefly describes instruments and suggests examples of implementation. A teacher's guide contains general directions for using the three assessments, which follow. Section A (Level I) deals with the learner who has little or no academic skill. It makes assessment of basic readiness skills in reading, language, and mathematics. Section B (Level II) measures decoding skills and attempts to determine indepth knowledge of the discipline and ability to make critical judgment and to use problem-solving techniques. Section E (Level III) assesses more indepth knowledge of the disciplines to determine whether the learner has knowledge to the level of successful completion of requirements for a high school equivalency certificate. Answer keys are provided. Appendices include ideas to consider (diagnostic-prescriptive instruction, Dale's Cone of Experience, writing instructional objectives, selecting activities and materials, daily lesson planning, daily evaluation of learner's progress); useful techniques, such as VAK (visual, auditory, kinesthetic), VAKT (visual, auditory, kinesthetic, tactile imagery), and word box; and interest and attitude inventories. (YLB)

ED 252 711

CE 040 515

Porreca, Anthony G. Siferd, Larry G.

Paradigms in Vocational Education Literature: A Classification by Practices and Foundations. Status Report.

Pub Date—3 Dec 84

Note—52p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 3, 1984). Prepared with the assistance of Russell Evans, Betsy Kempf, Linda Liest, and Charles Walker.

Available from—Dept. of Educational Policy and Leadership, 121 Ramseyer Hall, Ohio State University, Columbus, OH 43210-1177 (\$15.00; 10 or more—\$10.00 each).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, \*Educational Practices, \*Educational Research, Evaluation Criteria, \*Foundations of Education, \*Measurement Techniques, \*Models, Postsecondary Education, Secondary Education, \*Vocational Education

This document reports on the initial phases of an ongoing research project designed to develop a classification of literature citations that would indicate the subject-matter expertise needed by those who study, teach, conduct research, and make decisions in the field of study known as vocational education. A three-dimensional matrix was proposed, breadth of which was indicated through the interaction of practices and foundations and depth of which reflected the prioritized listings of paradigms at each intersection point. Comments about and reactions to the initial matrix were received from 140 vocational leaders across the United States and were used in designing a final matrix or classification of literature entitled "A Classification of Paradigms in Vocational Education Literature by Practices and Foundations." Definitions were constructed for the five practices (aims and policy development; administration, supervision, and organization; curriculum development and evaluation; instruction, guidance, and tests and measurements; research) and the six foundations (historical, philosophical, psychological, societal, economic, scientific). Criteria for selection of literature citation paradigms were identified, and an identification and evaluation instrument was developed. The steps in manually and electronically searching vocational education literature and subsequently classifying the literature citations into practices and foundations were also identified. (YLB)

ED 252 712

CE 040 518

Hull, Daniel M. Prescott, Carolyn A.

High-Technology Careers. A Guide for Counselors.

Center for Occupational Research and Development, Inc., Waco, Tex.

Spons Agency—Maryland State Dept. of Educa-

tion, Baltimore.

Pub Date—Aug 84

Note—117p.

Available from—Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710 (\$8.50; 10 or more—\$8.00 each; 25 or more—\$7.50 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Counseling, Classroom Techniques, \*Counseling Techniques, Definitions, Educational Needs, Employment Opportunities, \*Employment Qualifications, Futures (of Society), Guidelines, Influences, Information Sources, Instructional Materials, Labor Market, Learning Activities, Models, Occupational Information, Resources, Secondary Education, \*Technical Occupations, \*Technological Advancement

Identifiers—Computer Assisted Guidance

This guide is intended to assist counselors by providing occupational information about high-technology careers and by providing background information about high technology and its potential impact on the entire occupational structure. The first chapter defines the term "high technology" and includes an overview of how technology is affecting all occupations. In the second chapter, personal accounts of technicians involved in the fields of science, engineering, and technology are provided along with a description of the levels of preparation required for four high-technology careers. The third chapter examines the kind of educational preparation that is currently recommended by many employers and educators for high-technology technicians. Included in the fourth chapter are 36 suggested career education activities with a high-tech content that are keyed to general guidance objectives, a discussion of future trends that promise to influence career guidance professionals, and an assessment of the problems and possibilities of computer-assisted guidance. The final chapter lists sources of labor market information and resources for career guidance in high technology. Appendices to the guide include a description of a course on principles of technology, a working model for pretechnical studies, charts and illustrations, resource addresses, and sample letters for use in conducting a high-tech career information search. (MN)

ED 252 713

CE 040 519

2 + 2 = (A New Approach to Education).

Secondary/Postsecondary Cooperation. Proceedings of a workshop held at the American Vocational Association Convention, New Orleans, Louisiana, November 29, 1984.

American Association of Community and Junior Colleges, Washington, D.C.; American Vocational Association, Inc., Arlington, Va.; Center for Occupational Research and Development, Inc., Waco, Tex.

Pub Date—29 Nov 84

Note—163p.

Available from—Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710 (\$15.00; 25 or more—\$12.50 each).

Pub Type—Collected Works - Proceedings (021)—Guides - Non-Classroom (055)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Articulation (Education), Associate Degrees, \*College School Cooperation, \*Cooperative Programs, Educational Cooperation, Educational Practices, Postsecondary Education, \*Pretechnology Programs, Program Effectiveness, Program Implementation, Secondary Education, Teacher Workshops, \*Technical Education, \*Technical Occupations, Technological Advancement, Two Year Colleges

This document consists of the materials presented at a one-day workshop dealing with a new concept in articulation between secondary and postsecondary institutions that involves two years of pretechnology education at the secondary level and two years of training in any one of a number of technical and high-technology fields at the postsecondary level. Included in the volume are the following presentations and other materials: "2 + 2 Tech Prep/Associate Degree Program: A Working Degree for America" by Dale Parnell; "What High Schools and Postsecondary Schools Are Finding about Training Technicians" by Daniel M. Hull; a section called "What Are the Issues?" containing materials for use in small group discussions; "Establishing an Articulation



lation Process" by W. Alan Sosbe; a section on "Building an Articulation Plan for Your State or District" containing materials for use in small group planning; and "A National project Leading to 2 + 2 Programs Principles of Technology" by Daniel M. Hull and Bennie F. Lucroy. The texts of presentations describing examples of various 2 + 2 programs by the following individuals are also provided: Jack Isch, representing Oklahoma City, Oklahoma; John Washburn, representing the Illinois Board of Education; LeAnna Skogen, representing Aurora, Colorado; and Paul L. Cummings, representing Newport News, Virginia. (MN)

**ED 252 714** CE 040 523

*Haughey, Daniel G.*  
High School Vocational Education. #83-09.  
Manitoba Dept. of Education, Winnipeg, Planning and Research Branch.  
Pub Date—Aug 83  
Note—16p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Educational Benefits, \*Educational Needs, Educational Objectives, Educational Policy, Educational Research, \*High School Graduates, High Schools, Literature Reviews, \*Outcomes of Education, \*Policy Formation, Program Effectiveness, Public Policy, Research Problems, School Role, Unemployment, \*Vocational Education, Youth Employment

**Identifiers**—\*Canada

A literature review was conducted to examine high school vocational education and its outcomes in Canada. The literature indicated that the initial advantages of a vocational program, including lower unemployment, greater likelihood of obtaining a job related to field of training, and higher salaries than generally available to graduates of nonvocational programs, diminished over the longer term (three years or more after graduation). In general, the studies examined during the literature review did not allow precise determination of the additional benefits to vocational graduates over and above those that would result from a general or academic education program. Therefore, it was concluded that the studies examined do not provide support for utilizing vocational education to reduce unemployment among youth. It was recommended that before policymakers attempt to formulate policy pertaining to vocational education, they should determine for whom vocational education is appropriate, toward what ends it should be directed, the nature of the school-to-work transition and the effect of vocational education on that transition, and the impact of current institutional rigidities on the effectiveness of vocational education. A summary of the study is provided in both English and French. (Author/MN)

**ED 252 715** CE 040 524

*Weeda, Susan J.*  
Post-School Vocational Training: Literature Review. #83-12.  
Manitoba Dept. of Education, Winnipeg, Planning and Research Branch.  
Pub Date—Sep 83  
Note—26p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Apprenticeships, \*Delivery Systems, Educational Cooperation, Educational Finance, Educational Needs, Educational Objectives, Educational Planning, \*Educational Policy, Educational Practices, Financial Support, \*Government Role, Inplant Programs, Literature Reviews, Needs Assessment, On the Job Training, Policy Formation, Postsecondary Education, Program Effectiveness, \*Public Policy, School Business Relationship, School Role, \*Vocational Education

**Identifiers**—\*Canada, \*Private Sector

Although many Canadians feel that responsibility for occupational training rests within the educational system, this is not the case. Recent analysis indicates that almost 70 percent of job-related courses are given on-site as compared to 30 percent at educational institutions. Because the private sector in Canada makes very substantial investments in training, it is vitally important that government policy be complementary to private sector activities. Improved communication among schools, students, and employers will not, in itself, resolve issues of training; the various participants must resolve their substantially different expectations and goals if they are to achieve truly effective integration. Govern-

ment training programs have, at times, been characterized by uncertain and sometimes contradictory objectives; have had particular difficulties in targeting the clients and skills that they need to address; and have, for a variety of reasons, been unable to make a quick response to changing labor market conditions and needs. Despite its promise, the apprenticeship system in Canada is simply not delivering what it does in some other countries; therefore, it should either be reformed on a major scale or policymakers should cease to regard it as a major training vehicle and should provide alternative routes to skilled trades certification. A summary of the findings and policy implications is provided in both English and French. (MN)

**ED 252 716** CE 040 526

*Work Experience Education Instructional Guide. Teacher's Manual.*  
California State Dept. of Education, Sacramento, Div. of Vocational Education.  
Pub Date—85

Note—100p.; Developed by the California Work Experience Education Association. For the instructional guide, see ED 211 849.

Available from—Publications Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Development, \*Career Education, Classroom Techniques, Cooperative Education, \*Coordination, Economics, Employment Potential, Guidelines, \*Inservice Teacher Education, Instructional Materials, \*Instructor Coordinators, Job Search Methods, Learning Activities, Postsecondary Education, Recordkeeping, Records (Forms), Secondary Education, Student Evaluation, \*Vocational Adjustment, \*Work Experience Programs

**Identifiers**—Related Subjects Instruction

This manual is designed to assist work experience education coordinators in combining different learning activities described in a 94-activity work experience education instructional guide published in 1981. Presented first is a list of the titles of the individual activities organized according to the following subject areas: input or evaluation activities, career development, how to get a job, how to keep a job, how to leave a job, and economics. An overview of the work experience education instructional process is provided. The remaining two sections of the guide consist of a sample class lesson plan and instructions for maintaining an individual student record. Appendixes to the manual include a list of the goals of work experience education programs cross-referenced to learning activities and evaluation instruments, a list of suggested ideas for teaching various employability concepts, guidelines for making supervision service calls, a suggested procedure for coordinating on-the-job learning activities, and a list of questions for employers concerning student progress. (MN)

**ED 252 717** CE 040 527

*Essential Living Skills. Consumer and Homemaking Education Guide to Proficiencies and Performance Indicators for the Occupation of Homemaking.*

California State Dept. of Education, Sacramento.  
Pub Date—84  
Note—101p.; Prepared by the Home Economics Education Staff.

Available from—Publications Sales, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.75).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Basic Skills, Behavioral Objectives, Child Development, Child Rearing, Clothing Instruction, \*Consumer Education, Daily Living Skills, Evaluation Criteria, Family Life Education, Foods Instruction, Guidelines, \*Home Economics, \*Home Economics Skills, Homemakers, \*Homemaking Skills, Home Management, Housing, Leadership Training, Mathematics Skills, Nutrition Instruction, Parenthood Education, Reading Skills, Secondary Education, State Curriculum Guides, Student Evaluation, Student Organizations, Textiles Instruction, Writing Skills  
This volume consists of lists of proficiencies and performance indicators for use in designing and revising curricula dealing with essential living skills in

consumer and homemaking education for the occupation of homemaking. Addressed in the individual sections of the guide are behavioral objectives and evaluation criteria dealing with the following subject areas: child development and guidance, clothing and textiles, consumer education, family living and parenthood education, food and nutrition, housing and home management, and leadership development (Future Homemakers of America—Home Economics Related Occupations component). The guide also includes a list of suggestions concerning use of the guide; a chart that cross-references the proficiencies covered to basic reading, writing, and computation skills; a brief glossary; and selected references. (MN)

**ED 252 718** CE 040 545

*The Myths and Realities of Age Limits for Law Enforcement and Firefighting Personnel. A Report by the Chairman of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, Second Session.*  
Congress of the U.S., Washington, D.C. House Select Committee on Aging.  
Pub Date—Dec 84

Note—123p.; Document contains small type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Age Discrimination, \*Aging (Individuals), Federal Government, Federal Legislation, \*Fire Fighters, Government Employees, Influences, \*Job Performance, Labor Legislation, \*Police, Policy Formation, Productivity, Public Policy, \*Retirement, State Government, State Legislation

**Identifiers**—Age Discrimination in Employment Act Amend 1978, Congress 98th, \*Mandatory Retirement

A study examined current age limitation policies affecting Federal public safety personnel and the interrelationship between job performance and aging. The study concluded that mandatory retirement of competent law enforcement officers and firefighters is unnecessary and wasteful and that the Federal Government's failure to recognize this problem should not be compounded by allowing the States and their political subdivisions also to discriminate against their employees based on age. It was recommended that the States and their political subdivisions should, in accordance with the goals of the Age Discrimination in Employment Act, test their public safety officers for fitness rather than make stereotyped assumptions of incapacity due to age. (This report has two appendixes, a chronology of legislation affecting Federal public safety and a report entitled "Health and Performance Appraisal of Workers in Certain Occupations Exempt from the Age Discrimination in Employment Act as Amended in 1978" by Carol C. Hogue.) (MN)

**ED 252 719** CE 040 548

*Designing a Retirement System for Federal Workers Covered by Social Security.*

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service; Library of Congress, Washington, D.C. Congressional Research Service.  
Pub Date—Dec 84

Note—361p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC15 Plus Postage.**

**Descriptors**—Comparative Analysis, Cost Effectiveness, \*Employment Practices, Feasibility Studies, \*Federal Government, \*Finance Reform, Financial Support, \*Government Employees, Models, Policy Formation, Program Costs, Program Design, Public Policy, \*Retirement Benefits

**Identifiers**—\*Civil Service Retirement System, Congress 98th, Private Sector, \*Social Security  
A study examined principal cost and benefit issues to be resolved in designing a new retirement system for Federal workers covered by Social Security. The new Federal system would be built on the base of Social Security and would take into account the Social Security program's taxes and benefits. The current Civil Service Retirement System (CSRS) was analyzed and was found to cost more than representative private sector pension plans (Social Security plus a pension plan), largely because the CSRS is tied to the consumer price index

and because Federal employees can retire with immediate and unreduced benefits at age 55 provided they have accrued 30 years of service. Five alternative retirement plans were formulated and analyzed. It was determined that if cost-of-living adjustments and the retirement age provisions of the CSRS are replicated, benefits at retirement under the proposed systems would be smaller than at present. However, new Federal ancillary benefits could be higher, at least initially, particularly if employees participated in capital accumulation plans. The higher benefits would require a higher employee cost than the current system. (This report includes numerous tables and figures and appendices on public and private sector retirement practices, financing the CSRS, and cost and replacement rate models and results.) (MN)

#### ED 252 720 CE 040 550

**Medical Assisting, Secondary Level Curriculum.**  
New York City Board of Education, Brooklyn, NY.  
Office of Occupational and Career Education.

Report No.—ISBN-0-88315-492-7

Pub Date—83

Note—211p.

Available from—Publication Sales Office, New York City Board of Education, 110 Livingston Street, Room 136, Brooklyn, NY 11201 (Curriculum No. 00-7533-40).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

**Descriptors**—\*Allied Health Occupations Education, \*Basic Skills, Behavioral Objectives, Classroom Techniques, \*Course Content, Diagnostic Tests, Entry Workers, High Schools, \*Job Skills, Learning Modules, Lesson Plans, \*Medical Assistants, Office Management, \*Ophthalmology, Teaching Methods, Therapy, Vocational Education

This curriculum guide is intended to prepare students for entry-level employment in the health care industry. The two-year program, designed to be used in high schools in New York City, will prepare students to assist in various health career settings such as doctors' offices, hospital clinics, and group practice facilities. The curriculum guide, which includes material for the two-year program, is divided into two one-year segments—medical assisting/general, and medical assisting/ophthalmic—and is intended to be taught two periods a day, five days a week. The five units of the first-year segment cover these topics: introduction, related sciences, office administration, diagnostic procedures, and therapeutic procedures, while the second year's program contains five units: introduction, related sciences, office maintenance, diagnostic procedures, and therapeutic procedures for the ophthalmic field. Each unit consists of performance objectives and tasks to meet the performance objectives, keyed to teaching content. Teaching content is presented in a three-column format: tasks, development of technical skills, and reinforcement of basic skills. In addition, the guide contains a supplement on implementing basic skills into the curriculum. The supplement indicates various teaching approaches that can be used for the reinforcement of basic skills in prevocational and vocational/technical education. The guide also contains a bibliography, sample lesson plan, and sample test questions. (KC)

#### ED 252 721 CE 040 551

**Trade Electricity, Signal Wiring—Level 1. Standardized Curriculum.**

New York City Board of Education, Brooklyn, NY.

Office of Occupational and Career Education.

Report No.—ISBN-0-88315-476-5

Pub Date—82

Note—188p; For related documents, see CE 040 551-553.

Available from—Publication Sales Office, New York City Board of Education, 110 Livingston Street, Room 136, Brooklyn, NY 11201 (Curriculum No. 00-5530-41-\$3.00 to NYC Public Schools; \$6.00 to others).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

**Descriptors**—Basic Skills, Behavioral Objectives, Classroom Techniques, \*Course Content, Electrical Occupations, Electrical Systems, \*Electric Circuits, Electricians, \*Electricity, Electronics, Entry Workers, High Schools, \*Job Skills, Learning Modules, Lesson Plans, Student Evaluation, Teaching Methods, Technical Education, Vocational Education

**Identifiers**—\*Signal Wiring

This curriculum guide consists of nine modules on

signal wiring, one of the three divisions of the standardized trade electricity curriculum in high schools in New York City. The modules cover the following subjects: bells, double contact pushbuttons, annunciator circuits, open circuit burglar alarms, closed circuit burglar alarms, fire alarms, telephones, basic electronics (solid state), and wiring in raceway. Each unit is comprised of performance objectives and tasks to meet the performance objectives, keyed to teaching content. Teaching content is offered in a three-column arrangement listing tasks, development of technical skills, and development of related information (reinforcement of basic skills). Some of the units include line drawings. A section that provides suggestions for integrating basic skills instruction with the technical content also is offered. Appendixes to the guide contain a bibliography, a sample lesson plan, and a blank student evaluation report. (KC)

#### ED 252 722 CE 040 552

**Trade Electricity, Lighting—Level 2. Standardized Curriculum.**

New York City Board of Education, Brooklyn, NY.

Office of Occupational and Career Education.

Report No.—ISBN-0-88315-477-3

Pub Date—82

Note—202p; For related documents, see CE 040 551-553.

Available from—Publication Sales Office, New York City Board of Education, 110 Livingston Street, Room 136, Brooklyn, NY 11201 (Curriculum No. 00-5530-42-\$3.00 to NYC Public Schools; \$6.00 to others).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

**Descriptors**—Basic Skills, Behavioral Objectives, Classroom Techniques, \*Course Content, Electrical Occupations, Electrical Systems, Electricians, \*Electricity, Entry Workers, High Schools, \*Job Skills, Learning Modules, Lesson Plans, Light, \*Lighting, Lighting Design, Student Evaluation, \*Teaching Methods, Technical Education, Vocational Education

This curriculum guide consists of nine modules on lighting, one of the three divisions of the standardized trade electricity curriculum in high schools in New York City. The nine modules cover the following subjects: armored cable, rigid conduit, electrical metallic tubing, services and meters, fluorescent lighting, metal molding, wiremold, Romex, and low-voltage remote control. Each unit is comprised of performance objectives and tasks to meet the performance objectives, keyed to teaching content. Teaching content is offered in a three-column arrangement consisting of tasks, development of technical skills, and development of related information (reinforcement of basic skills). Some of the units are illustrated with line drawings. A section that provides suggestions for integrating basic skills instruction with the technical content also is offered. Appendixes to the guide contain a bibliography, a sample lesson plan, and a blank student evaluation report. (KC)

#### ED 252 723 CE 040 553

**Trade Electricity, Motors & Controls—Level 3. Standardized Curriculum.**

New York City Board of Education, Brooklyn, NY.

Office of Occupational and Career Education.

Report No.—ISBN-0-88315-478-1

Pub Date—82

Note—436p; For related documents, see CE 040 551-552.

Available from—Publication Sales Office, New York City Board of Education, 110 Livingston Street, Room 136, Brooklyn, NY 11201 (Curriculum No. 00-5530-43-\$5.00 to NYC Public Schools; \$10.00 to others).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC18 Plus Postage.**

**Descriptors**—Basic Skills, Behavioral Objectives, Classroom Techniques, \*Course Content, \*Electrical Occupations, Electric Circuits, Electricians, \*Electric Motors, Electronics, Energy Conservation, Entry Workers, High Schools, \*Job Skills, Learning Modules, Lesson Plans, Student Evaluation, \*Teaching Methods, Technical Education, Vocational Education

This curriculum guide consists of seven modules on motors and controls, one of the three divisions of the standardized trade electricity curriculum in high schools in New York City. The seven modules cover the following subjects: energy conservation wiring, direct current (DC) motor repair and rewinding, DC motor controls, alternating current (AC) motor

repair and rewinding, AC motor controls, industrial electronics, and transformers. Each unit is comprised of performance objectives and tasks to meet the performance objectives, keyed to teaching content. Teaching content is offered in a three-column arrangement consisting of the tasks, development of technical skills, and development of related information (reinforcement of basic skills). Some of the units contain line drawings. A section that provides suggestions for integrating basic skills instruction with the technical content also is offered. Appendixes to the guide contain a bibliography, a sample lesson plan, and a blank student evaluation report. (KC)

#### ED 252 724 CE 040 557

**Feldman, Marvin**

**In the Name of Excellence: The Ambush of Vocational Education.**

Pub Date—1 Dec 84

Note—12p; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Academic Education, \*Back to Basics, \*Educational Change, Educational History, \*Educational Improvement, Educational Objectives, Educational Policy, Educational Practices, \*Educational Quality, Educational Trends, Education Work Relationship, Policy Formation, Postsecondary Education, Public Policy, School Effectiveness, Secondary Education, \*Vocational Education

**Identifiers**—\*Nation at Risk (A), United States

Contrary to expectations a decade ago, the United States has not buried the dichotomy between vocational education and academic education. Instead, as shown by the publication of the report, "A Nation at Risk," the academic community is again declaring war on the vocational education establishment. This report, which stresses the need for excellence in education, is in fact a cry for elitism in education. For example, the statistics that show that the great increase in student enrollment in vocational education is viewed by the academic community, at least by those who serve on the national commissions who publish reports, as a "dire warning signal" of the "rising tide of vocationalism," which they codify as "mediocrity." However, the great "need" to "protect" students from vocational education may actually be a need to protect the jobs of the academicians, who suffer from declining enrollments in their courses. The reason for this dichotomy is rooted in the history of American education, for the system originally developed as college education for the few and manual training for others. As the middle class increased, however, the dichotomy between vocational and academic pursuits increased, to the detriment of vocational education. And in many cases, vocational educators have accepted and internalized the designation of inferiority. If American education is to improve, the war between the factions must stop, and all educators must move toward an integrated system that will better serve all students. (KC)

#### ED 252 725 CE 040 558

**Thompson, Dale E.**

**Improved Teacher Preparation through Increased Field Experience.**

Pub Date—3 Dec 84

Note—9p; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 3, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Educational Benefits, Educational Practices, \*Field Experience Programs, Higher Education, Industrial Arts, Instructional Improvement, Literature Reviews, \*Outcomes of Education, \*Preservice Teacher Education, \*School Visitation, Secondary Education, Teaching Methods, \*Vocational Education Teachers

**Identifiers**—\*University of Hawaii

The value of early field experience in preservice teacher education programs has been debated in the literature on teacher education. While some see little or no value in the practice, others view early field experience programs as a means of improving the self-concept of prospective teachers and as a way of enhancing their acquisition of the skills that will subsequently be addressed in methods courses. The University of Hawaii Early Field Experience Pro-

gram, which is based on linking methods courses with field experience in the secondary schools, is conducted in two areas of the preservice program: the first experience occurs during the generic methods course early in the student's professional education core, and the second takes place during the content methods course later in the student's professional education core. The first phase of the program, which lasts for 12 weeks, involves at least one class period per week, and optimally may involve one half-day observation session per week. The experiences include three stages: orientation, involvement, and evaluation. The field experience program that takes place during the industrial arts content methods course typically involves 20 hours of observation and participation at one school over a period of 10 weeks but can also involve such options as 5 initial visits, each to separate schools, followed by 5 visits to one of the schools observed during the first set of 5 visits. (MN)

ED 252 726

CE 040 559

Atkinson, James E.

**The Southern Literacy Campaign 1910-1935: Lessons for Adult Learning in an Information Society.**

Pub Date—Nov 84

Note—42p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 1984).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Adult Literacy, Case Studies, Delivery Systems, \*Educational History, Educational Needs, \*Educational Practices, Financial Support, Functional Literacy, Illiteracy, \*Literacy Education, Needs Assessment, \*Outcomes of Education, Participation, Program Content, Program Effectiveness, Rural Areas, Rural Education, Socioeconomic Influences, Student Characteristics, Volunteers  
Identifiers—\*United States (South)

From 1910 to 1935 a campaign was waged in the southern United States to eradicate adult illiteracy. This program was primarily based on volunteers, and it revolved around night, summer, or cotton mill schools that were often termed Opportunity Schools. Many parallels can be drawn to current efforts to address the problem of functional illiteracy among adults living in rural areas. These parallels can be readily illustrated by a comparison of the Alabama literacy campaign, which lasted from approximately 1915 to 1935, and current efforts to reduce functional illiteracy in rural Clay and Jackson counties in Tennessee. Like its counterpart in the early 20th century, the Tennessee campaign is one in which the scope of the problem far exceeds the resources committed to the problem. A second element of commonality between the two campaigns rests in the realm of the commitment and almost evangelical zeal of those providing financial support for and volunteering to tutor in the programs. It would seem, however, that as long as the reduction of adult illiteracy remains a peripheral enterprise rather than a central mission of the educational system, efforts to eliminate adult illiteracy will remain in the last two decades of the 20th century what they became in the first two decades—a lofty goal beyond the grasp of those who sought to reach it. (MN)

ED 252 727

CE 040 560

Crosby, Richard K.

**Developing Positive Attitudes in T & I and Technical Programs.**

Pub Date—Dec 84

Note—26p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Attitude Change, Attitude Measures, Comparative Analysis, Disabilities, \*Disadvantaged, Guidelines, Postsecondary Education, Secondary Education, Student Evaluation, Teacher Education, Teacher Role, \*Technical Education, \*Trade and Industrial Education, \*Work Attitudes

Identifiers—Affective Work Competencies Inventory, Regional Surveys, \*Special Needs Students  
A study examined the work attitudes of a sample of trade, industrial, and technical education students from one postsecondary and three secondary

institutions in Jefferson County, Kentucky, including the city of Louisville. More than 1,300 students participated, including 796 who were characterized as disadvantaged, 226 as disabled, and 350 as unclassified. Students represented 35 programs, including welding, cosmetology, auto mechanics, industrial electricity, industrial electronics, and radio-TV. The Affective Work Competencies Inventory developed by Kazanas and Beach was used to measure 15 affective competencies or work attitudes of the students in the sample. Significant deviations from mean scores for the groups of all three groups of students were found for 9 of the 15 clusters examined. Disabled students varied consistently negatively from the mean and their scores were more negative on all listed clusters than were those of either of the other two subpopulations. At each grade level examined (grade 11, grade 12, and the postsecondary level, significant differences in the mean scores of the unclassified and the special needs students were found to exist for at least one of the clusters examined. Based on these findings, a procedure for helping special needs students develop good work attitudes was proposed. Recommendations were also made concerning the inclusion of a core course on attitudinal development in teacher education programs. (MN)

ED 252 728

CE 040 561

Crosby, Richard K.

**Teaching Students How to Get Along on the Job.**

Pub Date—Dec 84

Note—14p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Attitude Change, Attitude Measures, \*Classroom Techniques, Educational Needs, Educational Strategies, Guidelines, \*Role Models, Student Evaluation, Teacher Role, Teaching Methods, Testing, \*Vocational Education, \*Vocational Education Teachers, \*Work Attitudes

Identifiers—Affective Work Competencies Inventory

Vocational education teachers can use a variety of teaching methods and classroom techniques to help their students develop good work attitudes. First, the teacher can serve as a role model, acting as students should act when they are employed in industry. Along with role modeling, teachers should make sure that attitudinal development finds its way into all aspects of an instructional program. Implementing a plan to develop attitudes requires the teacher to evaluate students' progress continuously in relation to their learning characteristics. The Affective Work Competencies Inventory (AWCI) is one particularly effective tool for evaluating student work attitudes in 15 different areas. This inventory is especially revealing when used in a pre- and post-test setting. Focusing on work attitudes as an equal and essential part of a vocational program is one way in which teachers can help students realize their employment ambitions. (MN)

ED 252 729

CE 040 562

Morrison, Malcolm Rappaport Anna

**The Costs of Employing Older Workers. An Information Paper Prepared for Use by the Special Committee on Aging, United States Senate.**

Employee Benefits Research Inst., Washington, DC.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Report No.—S. Prt.-98-229

Pub Date—Sep 84

Note—105p.; Parts of this document may not reproduce well due to small type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Age, \*Aging (Individuals), \*Cost Effectiveness, Educational Needs, \*Employment Patterns, Employment Potential, Employment Practices, Futures (of Society), Job Performance, Job Training, Labor Force, Labor Turnover, Lifelong Learning, \*Older Adults, Policy Formation, Productivity, \*Public Policy, Retraining, \*Salary Wage Differentials, Skill Development, Skill Obsolescence  
Analysis of the costs of employing older workers

indicates that some types of employment costs do vary by age and that overall compensation costs increase with age, largely because of increasing employee benefit costs. There is, however, no statistical evidence that direct salary costs increase by age on an economy-wide basis. The belief that older workers cost more seems generally related to feelings about performance and productivity; however, statistical evidence does not indicate generally poorer performance or productivity by age, and the limited statistical data available refute the basic notion that older workers are less capable. One problem that needs to be addressed when discussing an aging work force is the problem of skill obsolescence; if older workers are to remain cost effective, their skills must be continuously updated through training and education to assure continued productivity. Policymakers must recognize the need for lifelong education, but must take care that legislative and regulatory requirements affecting employment costs for older workers do not place undue cost or administrative problems on employers. Such costs would discourage the employment of older workers. (MN)

ED 252 730

CE 040 566

**Adult School for Cuban Refugees, Fort Indiantown Gap, Pennsylvania. Final Report, August 25-November 28, 1980.**

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 80

Contract—300-80-0713

Note—109p.; For a related evaluation report, see CE 040 567. A few appended pages have small or broken print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Acculturation, Adult Basic Education, Adult Education, Adult Literacy, Adult Programs, Basic Skills, \*Cubans, \*English (Second Language), Literacy Education, Outcomes of Education, \*Program Development, Program Effectiveness, \*Program Implementation, \*Refugees, \*Second Language Instruction

Identifiers—Pennsylvania (Fort Indiantown Gap)

The Adult School for Cuban Refugees, operated by the Central Susquehanna Intermediate Unit in 1980, supplied services to approximately 1,200 Cuban refugees in the six weeks of its operation at Fort Indiantown Gap, Pennsylvania. The program offered basic oral English classes to adults ranging in age from 18 to 81 years. The classes were conducted in the World War II Army barracks at the military installation. The mostly male students, who volunteered to attend classes, had a wide range of proficiency ranging from no English to an advanced understanding. The goals for this short-term educational project consisted of teaching oral English and providing for the acculturation of the Cuban students to the American way of life. Classes were conducted twice a day for three hours at a time, six days a week. Teachers used time before and after classes for additional preparation or tutoring. Students were recruited throughout the program, and a high percentage attended. Students were provided with textbooks, a dictionary, and supplies. An independent evaluator termed the program a success, since pre- and posttests showed a large gain in student English proficiency. The goal of teaching basic life skills for acculturation was also met. Teachers and students also felt that the program had been successful. Following evaluation of the project, recommendations were made for improving such programs if they are conducted again. (This report contains numerous appendices covering facets of program operation such as planning, scheduling, student reports, attendance, service contracts for teachers, support personnel, and administrators, staff training, suggested lesson plans, use of teacher aides, and newspaper coverage.) (KC)

ED 252 731

CE 040 567

Shaner, J. Michael

**Adult School for Cuban Refugees, Fort Indiantown Gap, Pennsylvania. Final Evaluation Report, August 25-November 28, 1980.**

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 80

Contract—300-80-0713

Note—24p.; For a related final report, see CE 040



656.  
**Pub Type—Reports - Evaluative (142)**  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors—\*Acculturation, Adult Basic Education, Adult Education, Adult Literacy, Adult Programs, Basic Skills, \*Cubans, \*English (Second Language), Literacy Education, \*Outcomes of Education, \*Program Effectiveness, \*Refugees, \*Second Language Instruction, Self Care Skills**  
**Identifiers—Pennsylvania (Fort Indiantown Gap)**  
 The Adult School for Cuban Refugees, operated by the Central Susquehanna Intermediate Unit in 1980, supplied services to approximately 1,200 Cuban refugee students in the six weeks of its operation at Fort Indiantown Gap, Pennsylvania. The program offered basic oral English classes to adults ranging in age from 18 to 81 years. The classes were conducted in the World War II Army barracks at the military installation. The mostly male students entered classes with a wide range of proficiency ranging from no English to an advanced understanding. The goals for this short-term educational project consisted of teaching oral English and providing for the acculturation of the Cuban students to the American way of life. The goal of teaching oral English was met. Students advanced rapidly in their ability to speak and understand English. Pre-post testing revealed a large gain in student English proficiency. The goal of teaching basic life skills for student acculturation to the American society was also met. Within the limitations placed upon the teachers and aides from the controlled environment, a basic understanding of the American way of life was developed. The students learned rapidly about American society and were eager to explore for themselves beyond the confines of Fort Indiantown Gap. (Author/KC)

**ED 252 732** CE 040 569  
 Chadwick, Alan, Ed. Legge, Derek, Ed.  
**Curriculum Development in the Education of Adults. A Manual for Practitioners. An FEU Staff Development Publication.**  
 Further Education Unit, London (England).  
 Report No.—ISBN-0-946469-52-0  
 Pub Date—Nov 84  
 Note—65p.  
**Pub Type—Guides - Non-Classroom (055)**  
**EDRS Price - MF01/PC03 Plus Postage.**  
**Descriptors—\*Adult Education, Case Studies, \*Curriculum Development, Educational Administration, Educational Improvement, \*Educational Policy, \*Educational Practices, \*Guidelines, \*Models, Policy Formation, Postsecondary Education, Program Development, Systems Approach, Systems Development, Teaching Methods**

**Identifiers—Great Britain**  
 This manual, based on two years of research in Great Britain, is intended to assist those who are involved in the education of adults. In particular, it is intended to persuade adult educators to examine the relationships between policies and practice and thereby enhance the effectiveness of educational provision. The first section of the manual provides a framework within which questions concerning principles and policies are posed. This leads to three sections relating to curriculum design, implementation, and evaluation. In each section, three groups of questions are identified: (1) those concerned with policy development in a given geographic area, (2) those concerned with planning within an institution, and (3) those concerned with individual courses. Each section provides a checklist that should bring to light situations in which curriculum decisions have been adequate or inadequate. At various points throughout the guide, explanations are offered, examples given, or specific case studies used to illuminate issues found at area, institution, or course level. A brief concluding section offers a systems model for adult education development from the general text, the checklists, and case-study material. (KC)

**ED 252 733** CE 040 570  
 Jackson, Elizabeth, And Others  
**Physical Education in Further Education. The Need for a Systematic Approach to Curriculum Development. An FEU Occasional Paper.**  
 Further Education Unit, London (England).  
 Report No.—ISBN-0-946469-72-5  
 Pub Date—Nov 84  
 Note—45p.  
**Pub Type—Opinion Papers (120) - Information Analyses (070)**  
**EDRS Price - MF01/PC02 Plus Postage.**  
**Descriptors—Adult Education, \*Continuing Edu-**

cation, \*Curriculum Development, Educational History, Educational Planning, \*Educational Trends, Futures (of Society), \*Models, \*Physical Education, Physical Education Teachers, Physical Recreation Programs, Postsecondary Education, Recreational Activities, Systems Approach, Systems Development, Teacher Role

**Identifiers—\*Great Britain**  
 This occasional paper describes the development of physical education (PE) in further education (FE) in Great Britain since 1945, and suggests the need for a more systematic approach to curriculum development in this area. Section I reviews the development of PE in FE and identifies major issues and possible future developments. The document traces the growth of the subject from its original recreative/competitive basis through its specific courses, health education, its service and community roles, vocational preparation, and leisure courses. The complexity of tasks now confronting PE teachers, the paper argues, makes staff development a critical issue. Section II of the paper, by describing a possible approach to curriculum development, is a staff development document for those interested in innovation in this area. Three main categories of PE work are postulated: specialist, servicing/educational, and recreative. The document presents these categories in an operational model of curriculum development and describes the implications and skills arising from the model. Rationale, constraints, provision, and evaluation make up the suggested framework that surrounds the three main categories of work. The paper concludes with the hope that those involved in PE curriculum will find this model a useful introduction. (KC)

**ED 252 734** CE 040 573  
 Thompson, Dale E.  
**Physics and Industrial Arts: A Working Partnership.**  
 Note—7p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 2, 1984).  
**Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)**  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors—Curriculum Design, \*Educational Cooperation, High Schools, \*Industrial Arts, \*Interdisciplinary Approach, \*Physics, \*Science Education, Team Teaching, \*Vocational Education**

The physics-industrial arts partnership is a program developed to strengthen high school students' theoretical and practical knowledge within the general areas of physics. It is designed for two groups of students—science students enrolled in physics classes and industrial students enrolled in woods, metals, auto mechanics, or electronics. The program's major objective is to improve students' overall knowledge of physics by providing a practical experience for physics/science students and a theoretical experience for industrial arts students. Three basic approaches to a partnership between science and industrial arts departments are a simple tool lending process, a laboratory loan system, and interdepartmental cooperation. This final-and best-approach would be accomplished by trading classes, trading facilities, or team teaching. (Two sample lessons plans are attached.) (YLB)

**ED 252 735** CE 040 585  
 Kenney, Jerry  
**Automotive Computer Units. Vocational Trade and Industrial Education.**  
 Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.  
 Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Trade and Industrial Education.  
 Pub Date—84  
 Note—165p.; The bulk of the document is printed on colored paper.  
 Available from—Curriculum and Instructional Materials Center, Oklahoma Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. TI 1174).  
**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.**

**Descriptors—Adult Vocational Education, \*Auto Mechanics, Behavioral Objectives, \*Computer Oriented Programs, \*Computers, Curriculum Guides, Learning Activities, Motor Vehicles, Postsecondary Education, Secondary Education, Tests, \*Trade and Industrial Education, Transpar-**

encies, Units of Study  
**Identifiers—\*Automotive Computers**  
 The materials included in "Automotive Computer Units" represent a unit of instruction to acquaint auto mechanics at all skill levels with the use of computers in today's automobiles. The unit is designed for use in full-time secondary and post-secondary classes and part-time adult classes. It may be adapted to open-entry, open-exit programs for short-term courses or as part of a more in-depth course. This unit is not specifically designed to be presented in one lesson or class period of instruction. The unit consists of eight basic components: performance objectives, teacher activities, supplements (transparencies that present new information or reinforce information), information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledge that is a prerequisite to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), tests, and test and assignment sheet answers. The material in the unit is intended to enable the student to describe the functions of automotive computer components and to diagnose computer-related malfunctions. (YLB)

**ED 252 736** CE 040 591  
 Zanardelli, Wayne R.  
**New Technology Demands New Kinds of Training.**  
 Pub Date—10 May 84  
 Note—11p.; Paper presented at the Annual Meeting of the Association of Independent Colleges and Schools (Maui, HI, October 14-17, 1984).  
**Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)**  
**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors—\*Automation, Business, Educational Change, Educational Innovation, \*Educational Needs, Futures (of Society), Industry, Job Skills, \*Job Training, \*Labor Force Development, Labor Needs, Microcomputers, Postsecondary Education, Program Effectiveness, \*Proprietary Schools, School Business Relationship, School Role, \*Technological Advancement, Vocational Education**

The changes brought on by modern technology and the information explosion it supports are revolutionary. The manufacturing industry has always had a commitment to new processes and new technology. Investment in improving productivity through the application of technology is, however, new to the office. Provision of training has become a major issue for which companies are especially unprepared. Filling the enormous hiring requirements created by the growth of technology, especially with the rapidly changing demographics of the work force, is one of the real challenges of the future. Much of the special training required will be done at proprietary business and technical schools that have a long and successful record of responding quickly to demands of the local employment scene, implementing new technology quickly, and producing highly qualified graduates in the shortest amount of time possible. Such schools are characterized by a deep concern for student needs and success, a teaching staff with industry experience, individualized placement, and emphasis on hands-on training; their graduates need only a short on-the-job learning period. Students are attracted by flexibility in programs, courses, and starting times. Private business schools are in a good position to work with industry to provide qualified personnel. (YLB)

**ED 252 737** CE 040 594  
 Maloney, C. Lynn  
**Assist Students in Improving Their Writing Skills. Module M-3 of Category M-Assisting Students in Improving Their Basic Skills. Professional Teacher Education Module Series.**  
 Ohio State Univ., Columbus. National Center for Research in Vocational Education.  
 Spons Agency—Department of Education, Washington, DC.  
 Report No.—ISBN-0-89606-170-1  
 Pub Date—85  
 Note—40p.; For related documents, see ED 249 373, CE 040 497-498, and CE 040 595-597.  
 Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.  
**Pub Type—Guides - Classroom - Learner (051)**  
**EDRS Price - MF01/PC02 Plus Postage.**  
**Descriptors—\*Basic Skills, Case Studies, Classroom Techniques, \*Competency Based Teacher**

Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, Skill Development, Teacher Evaluation, \*Teaching Methods, Teaching Skills, Vocational Education, \*Vocational Education Teachers, \*Writing Improvement, Writing Instruction, \*Writing Skills

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The purpose of the module is to give educators skill in assessing students' writing abilities and in motivating them to improve. It also provides a variety of techniques and activities to use to help students improve their writing skills. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents learning activities with information sheets, samples, checklists, self checks, and case studies. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective presented in the fourth and final learning experience. The latter also provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 252 738 CE 040 595

Bel, Jennifer A. King-Fitch, Catherine C.  
Assist Students in Improving Their Oral Communication Skills. Module M-4 of Category M-Assisting Students in Improving Their Basic Skills. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-178-7

Pub Date—85

Note—56p.; For related documents, see ED 249 373, CE 040 497-498, and CE 040 594-597.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Basic Skills, Case Studies, Classroom Techniques, \*Competency Based Teacher Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, Skill Development, Speech Communication, \*Speech Improvement, Speech Instruction, \*Speech Skills, Teacher Evaluation, \*Teaching Methods, Teaching Skills, Vocational Education, \*Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The purpose of the module is to give educators skill in helping students improve their oral communication skills. It provides practical techniques teachers can use (1) to assess their own skills and those of their students, (2) to motivate students to improve their skills, and (3) to create an environment conducive to skill improvement. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents learning activities with information sheets, checklists, samples, and case studies. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective presented in the fourth and final learning experience. The latter provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 252 739 CE 040 596

King-Fitch, Catherine C.  
Assist Students in Improving Their Math Skills. Module M-5 of Category M-Assisting Students in Improving Their Basic Skills. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-176-0

Pub Date—85

Note—68p.; For related documents, see ED 249 373, CE 040 497-498 and CE 040 594-597.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Basic Skills, Case Studies, Classroom Techniques, \*Competency Based Teacher Education, Individualized Instruction, Job Skills, Learning Activities, Learning Modules, Mathematics Instruction, \*Mathematics Skills, Postsecondary Education, Secondary Education, Skill Development, Teacher Evaluation, \*Teaching Methods, Teaching Skills, Vocational Education, \*Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The purpose of the module is to give educators competency in assisting students in improving their math skills. It provides techniques for (1) assessing students' math skills in relation to the math requirements for the occupational area, (2) assessing one's own readiness to assist students with these skills, and (3) working with students to improve math skills. The teacher also gains skill in identifying specific kinds of errors students commonly make and in helping students to improve skills in these specific areas. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents learning activities with information sheets, samples, checklists, and case studies. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective presented in the fourth and final learning experience. The latter provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 252 740 CE 040 597

Jipp, Lester F. Wonacott, Michael E.  
Assist Students in Improving Their Survival Skills. Module M-6 of Category M-Assisting Students in Improving Their Basic Skills. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-175-2

Pub Date—85

Note—40p.; For related documents, see ED 249 373, CE 040 497-498, and CE 040 594-597.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Basic Skills, Career Education, Case Studies, Classroom Techniques, \*Competency Based Teacher Education, Coping, \*Daily Living Skills, Decision Making Skills, Employment Potential, Homemaking Skills, Hygiene, Individualized Instruction, Interpersonal Competence, Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, Skill Development, Teacher Evaluation, \*Teaching Methods, Teaching Skills, Time Management, Vocational Education, \*Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The purpose of the module is to help the educator assist students in improving their survival skills. The information and practice activities are designed to give the teacher skill in providing students with information about survival using a variety of means, teaching students specific survival techniques, and acting as a role model by setting a good example of survival skill use for the students. Introductory material provides terminal and enabling objectives, a

list of resources, and general information. The main portion of the module includes two learning experiences based on the enabling objectives. Each learning experience presents learning activities with information sheets, case studies, and checklists. Optional activities are provided. Completion of these two learning experiences should lead to achievement of the terminal objective presented in the third and final learning experience. The latter provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 252 741 CE 040 598

Wilbee, Judy

Homemaker Course Outline.  
British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7726-0221-0

Pub Date—84

Note—198p.; Revised and edited by Janine Huot.

For related documents, see CE 040 603-604.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Day Care, Adult Education, \*Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, Course Descriptions, Evaluation Criteria, Foreign Countries, \*Home Health Aides, \*Home Programs, Job Skills, Learning Activities, \*Occupational Home Economics, Postsecondary Education, \*Visiting Homemakers

Identifiers—British Columbia

This course outline is intended to assist the instructor in the development of a curriculum for a homemaker program by specifying one component of the curriculum—the objectives. These objectives, or competencies expected as outcomes for student performance on completion of the program, describe the capabilities an individual must demonstrate in order to meet the expectations for a homemaker working for both non-profit and proprietary agencies in British Columbia. Introductory material describes the role of the homemaker and the goal of homemaker training. The course outline is organized into seven major competency groups or tracks: prepare and serve nutritious meals; promote household safety and cleanliness; provide assistance in activities of daily living; communicate with clients, family, and others; work responsibly; handle emergency situations; and promote activity and positive mental health and help meet human needs. Each track is then organized into many different skills. The following information is provided for each skill: objective, criteria (basic standards or indicators of acceptable performance of the objective), and learning tasks (knowledge, skills, and attitudes that help the learner to meet the objective). A skill profile chart is appended. (YLB)

ED 252 742 CE 040 602

Zabawski, Pauline

Diploma Nurse - Baccalaureate Nurse: Is There a Difference? Report on a Descriptive Study of College Diploma Nursing Programs and the Generic Degree Nursing Program.

British Columbia Dept. of Education, Victoria.

Pub Date—Aug 83

Note—456p.; Parts of this document may not reproduce well due to small type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Admission Criteria, \*Bachelors Degrees, \*Behavioral Objectives, Clinical Experience, Comparative Analysis, \*Educational Certificates, Educational Philosophy, Foreign Countries, Higher Education, Learning Experience, Nursing, \*Nursing Education, \*Program Content, Program Design, Teaching Methods

Identifiers—British Columbia

A descriptive study identified the differences in educational content between four college diploma nursing programs in British Columbia and the University of British Columbia's (UBC) generic baccalaureate program in nursing. Findings indicated differences among the five programs in all aspects of the nursing programs that were compared: philosophies of the educational institutions, philosophies of the nursing programs, admission criteria, behavioral objectives, evaluation of learning, learning experiences, and learning resources and teaching/learning resources. UBC's program prepared graduates to work independently in acute care, long-term care, and community settings, while the college diploma programs prepared graduates to work primarily in acute care settings under supervision of a registered nurse. Admission criteria for the baccalaureate program were primarily academic, while colleges' nursing

ing programs had fewer academic requirements but more diversified criteria. UBC's objectives encompassed a greater range of expected behaviors. UBC had the longest program duration. UBC's program had almost twice the amount of theory compared to practice; colleges had a closer balance. UBC's program had proportionally more community practice experience. (Support materials and appendices, amounting to over two-thirds of the report, include survey instruments, evaluation tools, data and statistics, and correspondence.) (YLB)

ED 252 743 CE 040 603

*Illerbrun, Marley*  
Long Term Care Aide/Homemaker. Resource Handbook.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7726-0154-2

Pub Date—84

Note—231p; For related course outlines, see CE 040 598 and CE 040 604.

Available from—Publication Services Branch, British Columbia Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (Catalog No. MN 0070-\$10.00 plus 10% shipping).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC06 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Allied Health Occupations Education, Allied Health Personnel, \*Attendants, Career Education, Communication Skills, Foreign Countries, Higher Education, Home Health Aides, Individual Development, In-service Education, Interpersonal Competence, \*Job Training, Learning Activities, Nurses Aides, \*Nursing Homes, \*Occupational Home Economics, Personal Care Homes, \*Residential Care, Textbooks, \*Visiting Homemakers

Identifiers—British Columbia

This handbook provides basic information for preparing individuals to work as long-term care aides and homemakers. It is written both for college students in long-term care aide/homemaker programs and for individuals already employed in these occupations. Health care agencies giving orientation training for new employees and inservice training for experienced staff may use this as a resource book for their employees. Four sections cover communication skills and personal work skills, growth and development of the individual and family, the employment field, and caring for clients. Exercises dealing with the information presented appear throughout the four sections. An appendix offers information on first aid for emergencies. Other contents include a glossary and answer key for the exercises. (YLB)

ED 252 744 CE 040 604

*Wilbee, Judy*

Long Term Care Aide. Course Outline.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7726-0221-2

Pub Date—84

Note—196p; Revised and edited by Janine Huot. For related documents, see CE 040 598 and CE 040 603.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Allied Health Occupations Education, Allied Health Personnel, \*Attendants, Behavioral Objectives, Competency Based Education, Course Descriptions, Evaluation Criteria, Foreign Countries, Higher Education, Job Skills, \*Job Training, Learning Activities, \*Nurses Aides, \*Nursing Homes, \*Occupational Home Economics, Personal Care Homes, \*Residential Care

Identifiers—British Columbia

This course outline is intended to assist the instructor in the development of a curriculum for a long-term care aide program by specifying one component of the curriculum—the objectives. These objectives, or competencies expected as outcomes for student performance on completion of the program, describe the capabilities an individual must demonstrate in order to meet the expectations for an aide working in both non-profit and proprietary long-term care facilities in British Columbia. Introductory material describes the role of the long-term care aide training. The course outline is organized into seven major competency groups or tracks: provide assistance with meals and nutrition, assist in maintaining a safe and clean environment, provide assistance in activities of daily living, communicate with residents and others, work responsibility, handle emergency situations, promote activity and positive

mental health and help meet human needs. Each track is then organized into many different skills. The following information is provided for each skill: objective, criteria (basic standards or indicators of acceptable performance of the objective), and learning tasks (knowledge, skills, and attitudes that help the learner to meet the objective). A skill profile chart is appended. (YLB)

ED 252 745 CE 040 605

Medical-Dental Health Clerical Support Staff (C-4). Dental Receptionist-DR. Hospital Clerical Worker-MCW. Medical Office Assistant-MOA. Medical Stenographer-MS. Course Outlines.

Vancouver Community Coll., British Columbia.

Spons Agency—British Columbia Dept. of Education, Victoria.

Pub Date—80

Note—247p.

Available from—Publication Services Branch, British Columbia Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 (Catalog No. CO 0043-\$6.00 plus 10% shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Clerical Workers, Competency Based Education, Course Descriptions, \*Dentistry, Evaluation Criteria, Foreign Countries, Higher Education, Job Skills, Learning Activities, \*Medical Services, Office Occupations, \*Office Occupations Education, \*Receptionists, Recordkeeping, \*Secretaries, Shorthand, Word Processing

Identifiers—British Columbia

These course outlines are intended to assist instructors in the development of curricula for college programs to train medical-dental health clerical support staff. The course outlines consist of a combined profile and four occupational profiles—dental receptionist, hospital clerical worker, medical office assistant, and medical stenographer. Each profile is divided into three main areas: clerical, clinical, and professional. Within each area a number of expected performances are developed by instructional objectives. Most criteria for these objectives reflect the criteria of existing college programs. Specific learning tasks are often detailed in the form of checklists or supplementary criteria. A bibliography lists reference books related to the four specific occupations. Skill profile charts for the four occupations are appended. (YLB)

ED 252 746 CE 040 606

Curriculum Guidelines for Registered Nurse Refresher Programs.

British Columbia Inst. of Technology, Burnaby.

Spons Agency—British Columbia Dept. of Education, Victoria.

Pub Date—82

Note—65p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, \*Continuing Education, Course Descriptions, \*Curriculum Development, Educational Resources, Foreign Countries, \*Nursing Education, Program Design, \*Refresher Courses

Identifiers—British Columbia

This report is the reply to instructions to develop an outline of a curriculum for Nursing Refresher programs in British Columbia, to collate available instructor and student resource materials and correlate them with the objectives, and to identify gaps in resource materials. Chapter I is an introduction. Chapter II presents an overview of the design of the program with an accompanying description of why it was developed in this particular way and where and how it can be implemented. In chapter III the instructional objectives for the program are presented in the following format: program purpose; curriculum objectives; content, cognitive, affective, and psychomotor objectives related to each program objective arranged hierarchically in four levels; and a sample of the instructional process (outline of an initial learning exercise). Resource material is discussed in chapter IV. Chapter V identifies some of the issues and concerns related to the delivery of nursing refresher programs; some solutions are proposed under the relevant headings. A statement of philosophy, including a model for nursing practice and a glossary, and a list of references are appended. (YLB)

ED 252 747

CE 040 607

Russell, Dale Phillips, Chris  
Foundations for a Curriculum in Human Services Work.

British Columbia Dept. of Education, Victoria.

Report No.—ISBN-0-7726-0204-2

Pub Date—Jul 84

Note—146p; Special project supervised by the Continuing Education Department, Vancouver Community College. Appendices contain small, broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, \*Competency Based Education, \*Curriculum Development, Foreign Countries, Higher Education, Human Services, \*Job Skills, \*Private Agencies, \*Social Services, Social Work, \*Social Workers, Vocational Education

Identifiers—British Columbia, \*DACUM Process

This report provides information to be used as the basis for developing training programs related to human services work in the private sector. It describes occupational tasks performed by human services workers in non-government agencies, outlines the range of tasks undertaken, and suggests specific skills required by these workers. The report consists of two sections. The first describes the development of a skills profile chart that outlines the skills required by human services workers in the private sector. These tasks in the DACUM (Developing a Curriculum) process are discussed: developing DACUM Chart #1, testing the validity of DACUM Chart #1, modifying DACUM Chart #1, and preparing the final DACUM Chart. The second section suggests specific knowledge and abilities that are necessary to perform each of the occupational tasks listed in the skills profile. The 94 main objectives are each listed on a separate page. Each page offers the following information: job component (relations with clients, relations with own agency, or relations with the community); area of competence; the main objective; enabling objectives; and notes to instructors. Appendices include Skills Profile Charts #1 and #2 and workers' and supervisors' questionnaires. (YLB)

## CG

ED 252 748

CG 017 916

*Watts, Janine A.*  
Stressful and Satisfying Links between Young-Adult Daughters, Their Parents and Society.

Pub Date—15 Oct 83

Note—15p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Age, Birth Order, \*Daughters, Financial Needs, \*Life Satisfaction, Marital Status, \*Mothers, \*Parent Child Relationship, \*Stress Variables, Values, \*Young Adults

The interpersonal linkages between adult children, their parents, and society are complex. In order to measure the levels of stress and satisfaction present in the relationship of young-adult daughters and their mothers, the Parent-Adult Child Relationship Inventory was administered to 163 mother-daughter pairs. The daughters were 18 to 25 years old and students at the University of Minnesota, Duluth. Moderator variables examined included age, age difference, birth order, education, residence, financial support, marital status, and stepparents. The results indicated that factors contributing to variance in stress were the child's lifestyle values and the parents' lifestyle and expectations. Enjoyment from activities done together and pleasure in the child's accomplishments were factors contributing to variance in satisfaction. Daughters reported significantly different levels of stress and satisfaction from what their mothers reported. The evidence indicates that normative family stress occurs at several internal levels during the daughters' young adult years. Stress appeared to be associated with the boundaries and linkages of the family value system. Satisfaction was associated with elements of family solidarity and family strengths. Potential sources of stress and satisfaction for both generations can be addressed in appropriate societal systems. (Author/LLL)



ED 252 749

CG 017 917

Heinemann, Allen W. And Others  
Similarity of Students' Experiences and Accuracy  
of Faculty and Staff Perceptions: Issues for  
Student Retention.

Pub Date—Aug 84

Note—21p.; Paper presented at the Annual Con-  
vention of the American Psychological Associa-  
tion (92nd, Toronto, Ontario, Canada, August  
24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, College Fac-  
ulty, Higher Education, \*School Holding Power,  
\*Student Attrition, Student College Relationship,  
\*Student Needs, Student Personnel Services,  
Teacher Attitudes, \*Undergraduate Students,  
Withdrawal (Education)

Research on attrition of university students has  
recently examined "dropping out" as the culmina-  
tion of a complex interactive process. In order to  
examine differences between successful students  
(persisters) and students who officially withdrew  
from a major university, and to examine the accu-  
racy of faculty and staff perceptions of students'  
experiences, a questionnaire was sent to a random  
sample of 1,000 currently enrolled undergraduates  
and 1,200 faculty and staff at the University of Kan-  
sas. Students withdrawing from the university dur-  
ing the following academic year were mailed the  
survey along with demographic questions. The re-  
sponse rates were 53.7% from the persisting stu-  
dents, 32.0% from faculty and staff, and 13.7% from  
withdrawing students. Analysis of results indicated  
that withdrawing students had more adjustment dif-  
ficulties than persisters. Withdrawing students com-  
pared to persisters reported experiencing less  
development of creative potential, coping less well  
with exams, having poorer study habits, and spend-  
ing more energy in enhancing social relationships.  
They also reported feeling lonelier, having more fi-  
nancial difficulties, and expecting greater than real-  
ized academic success than persisters. The disparate  
factor structure of faculty and staff responses and  
the thematically unrelated items within each factor  
supported the conclusion that faculty and staff were  
not consistent in perceiving student needs. Recom-  
mendations for enhancing student retention include  
establishing realistic expectations in college-bound  
high school students, providing academic skills pro-  
grams, and educating administrators, faculty, and  
students about each others' expectations. (LLL)

ED 252 750

CG 017 918

Messana, Susan Melissa  
Analysis of the Family Therapist Coding System  
during Ongoing Marital Therapy Sessions: Is It  
Reliable?

Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Meet-  
ing of the Southeastern Psychological Association  
(30th, New Orleans, LA, March 28-31, 1984).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselors, \*Interaction Process  
Analysis, \*Interrater Reliability, \*Marriage  
Counseling, \*Verbal Communication

Identifiers—\*Family Therapist Coding System

Coding systems have become popular methods of  
cataloging the verbal and nonverbal interaction oc-  
curring during marital and family therapy. One such  
system, Pinsof's (1981) Family Therapist Coding  
System (FTCS), was the first designed explicitly to  
identify and differentiate specific verbal behaviors  
of family therapists independent of their theoretical  
orientation. To test the system's interrater and in-  
trater reliability, data were coded from typed  
manuscripts of six audio-taped marital therapy ses-  
sions. Coders were two undergraduate students  
trained for about seven hours each. The code con-  
sisted of three categories (for verb, phrase, and  
speech clause); the codes are ranked hierarchically  
such that only one code is assigned to each of the  
nine scales within the categories. The results indi-  
cated low observer agreement for overall session  
reliability and for category reliability. The low re-  
liability did not appear to be due to observer drift or  
actual therapy sessions, but to the expertise and  
experience of the coders. The primary contributor  
to low reliability appeared to be the individual  
codes. Most of the codes with lower percentage of  
agreement values appeared to be less clearly defined  
and more difficult to apply to the data. The FTCS

does not appear to be a reliable or practical assess-  
ment tool for determining the effectiveness of the  
therapist's statements during ongoing marital ther-  
apy sessions. (LLL)

ED 252 751

CG 017 919

Peifer, John E. Cook, Lynda A.  
Review of Educational Programs in Juvenile Insti-  
tutions 1983-1984 and Implications for Special  
Education.

Pennsylvania State Dept. of Education, Harrisburg.  
Pub Date—84

Note—77p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, \*Correctional Educa-  
tion, \*Delinquent Rehabilitation, Evaluation Cri-  
teria, Evaluation Methods, Institutionalized  
Persons, Needs Assessment, \*Prevocational Edu-  
cation, Program Evaluation, \*Rehabilitation Pro-  
grams, Secondary Education

The introduction to this report outlines the  
Planned Educational Program (PEP) goals for insti-  
tutionalized juveniles who are likely to return to  
public schools, and for those likely to enter the work  
force directly. The elements of the PEP process are  
described in the following section, and methods  
used to organize and conduct a PEP evaluation are  
enumerated. Limitations on drawing final conclu-  
sions from the report are offered. The next section  
contains institutional summaries for seven Pennsylv-  
ania PEP programs. Each summary includes ad-  
ministrative observations, needs assessment and  
student observations, curriculum and instructional  
observations, commendations, and recommendations.  
Conclusions and recommendations regarding  
the interviewing techniques used and the evaluation  
process are provided in the final section. An in-  
service training agenda for evaluators, and an in-  
viewer evaluation packet, including a program  
evaluation model and interview forms, are ap-  
pended. (LLL)

ED 252 752

CG 017 920

Whitley, Bernard E., Jr. Schofield, Janet Ward  
Adolescent Contraceptive Use: Models, Research,  
and Directions.

Pub Date—Aug 84

Note—12p.; Paper presented at the Annual Con-  
vention of the American Psychological Associa-  
tion (92nd, Toronto, Ontario, Canada, August  
24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, College Students,  
\*Contraception, \*Decision Making, Higher Educa-  
tion, Meta Analysis, Models, Secondary Educa-  
tion, Self Concept, \*Sex Differences, Sex Role,  
Use Studies

Both the career model and the decision model  
have been proposed to explain patterns of contra-  
ceptive use in teenagers. The career model views  
contraceptive use as a symbol of a woman's sexual-  
ity and implies a clear decision to be sexually active.  
The decision model is based on the subjective ex-  
pected utility (SEU) theory which holds that people  
weigh the perceived costs and benefits of the ex-  
pected outcomes of various behaviors and select the  
behavior which maximizes benefits and minimizes  
costs. In order to test these models, a review of  
research was conducted. The studies included in the  
review were those which assessed actual contraceptive  
use (and nonuse) of sexually active adolescents.  
Meta-analysis indicated that both models received  
good support for women, but little support for men.  
A major variable in the career model for women was  
sexual role self-acceptance. This model was less ap-  
plicable to men, possibly because acceptance of  
their sexuality may be less problematic. In the deci-  
sion model, women's contraceptive use was posi-  
tively related to the perceived risk of pregnancy.  
Research suggests that there is only a little overlap  
in the sets of variables which affect male and female  
contraceptive use. (LLL)

ED 252 753

CG 017 921

Theodossin, Ernest

The Management of Self-Interest: Phenomenology  
and Staff Motivation. Coombe Lodge Working  
Paper: Information Bank Number 1634. Re-  
vised.

Further Education Staff Coll., Blagdon (England).  
Report No.—IBN-1634

Pub Date—Mar 82

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Educational Admin-  
istration, \*Motivation, \*Motivation Techniques,  
Organizational Communication, \*Organizational  
Objectives, \*Organizational Theories, \*Phenome-  
nology, Teacher Motivation

Theorists have named environmental forces, orga-  
nizational structure, group interaction, individual  
needs, or some combination of these factors in ac-  
counting for organizational behavior. Phenomenol-  
ogy argues that organizations do not exist apart  
from the people of whom they are composed; in this  
view their private perceptions and personal self-in-  
terests account for member actions. Exchange the-  
ory, an extension of the phenomenological  
approach, suggests that when people engage in so-  
cial activity with the expectation of reward, interac-  
tion tends to involve reciprocal exchanges. Power is,  
therefore, the ability of persons with unilateral con-  
trol over resources to require compliance from their  
exchange partners. Another attempt to explain hu-  
man motivation has been Maslow's Hierarchy of  
Needs (1943). Maslow suggests that there is a natu-  
ral ordering of needs, and that lower level needs  
tend to take precedence, but, once satisfied, give  
way to the urgings of higher level needs. Education  
as a profession has had suggestions for teacher moti-  
vation which include profit sharing, reduction in  
teaching duties, power sharing, and inservice train-  
ing and staff development. Motivation may also be  
addressed in terms of what the manager is capable  
of withholding, information control, pressure, and  
flattery. These approaches represent what is some-  
times described as "manipulation" as distinct from  
"motivation." With so little in the way of formal and  
agreed appraisal arrangements for evaluating  
teacher performance, the pull for the manager/man-  
ipulator may be in the direction of overt compli-  
ance rather than demonstrably successful  
achievement. (LLL)

ED 252 754

CG 017 922

DeRose, Nancy Page, Stewart  
Attitudes of Professional and Community Groups  
toward Male and Female Suicide.

Pub Date—Aug 84

Note—21p.; Portions of this study were presented  
at the Annual Convention of the American Psy-  
chological Association (92nd, Toronto, Ontario,  
Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Attitudes, \*Negative  
Attitudes, Nurses, Psychologists, Sex Differ-  
ences, Social Workers, \*Suicide

Identifiers—Suicide Opinion Questionnaire

In order to explore attitudes toward female and  
male suicidal behaviors, psychologists (N=38), so-  
cial workers (N=45), registered nurses (N=44),  
and lay persons (N=41) were asked to complete the  
Suicide Opinion Questionnaire (Domino et al.,  
1982). Half of the questionnaires for each group  
referred to a female target person and half referred  
to a male. The results indicated that the psychol-  
ogists and social workers were the most accepting in  
their attitudes, and generally most knowledgeable  
about suicide. The community group appeared to be  
the least accepting of suicidal behavior, and were  
least aware of high risk factors. Among the profes-  
sional groups, clear differences emerged in the seri-  
ousness accorded certain suicidal behaviors, and in  
the perceived character and motivation of the sui-  
cidal person. Differences also emerged in the per-  
ceptions of male and female suicide. Suicide was  
viewed as a viable option for males as an escape  
from life's problems. The suicidal behavior of fe-  
males was seen as less sincere, more manipulative,  
and in some sense less important than that of  
males. An ultimate goal would be to ensure  
that service providers from various disciplines do  
not function at cross-purposes, either among them-  
selves or in conjunction with attitudes held by  
non-professionals in the community. (LLL)

ED 252 755

CG 017 923

Schroeder, David H.

Stressful Life Events and Psychological Well-Be-  
ing: A Causal Relationship?

Pub Date—Aug 84

Note—20p.; Paper presented at the Annual Con-  
vention of the American Psychological Associa-  
tion (92nd, Toronto, Ontario, Canada, August  
24-28, 1984). This research constitutes a portion  
of the author's doctoral dissertation, Johns Hop-

kings University.

**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—Adults, Attribution Theory, Predictor Variables, \*Research Methodology, Research Problems, \*Stress Variables, \*Well Being Identifiers—\*Life Events

Previous research linking life events and psychological well being may have been biased by traditional retrospective designs. To eliminate retrospective bias, a prospective design was used in which events were measured before the criterion had occurred. Subjects were 209 male and 159 female participants in the Augmented Baltimore Longitudinal Study of Aging, who reported their life events for the previous year on an 87-item checklist. Two months later they completed the Affect Balance Scale (ABS), a life satisfaction measure, Andrews and Withey's D-T scale, and Dupuy's General Well Being Scale. Subjects had completed the first three scales two years earlier, forming a composite measure of prestress well being. Results suggested that methodological artifacts seriously inflate event-outcome correlations in traditional self-report studies, especially in neurotic individuals who may (1) over-report stressful events, or (2) incur such events. The effect size for the overall scale was 11 times the size for the unconfounded scale when prestress well being was controlled. The actual causal impact of life events was trivial, suggesting that life event checklists are poor indicators of stress. A better strategy might be to employ a transactional approach. (JAC)

**ED 252 756**

CG 017 924

Geller, E. Scott

**Exploring the Drinking/Driving Behaviors and Attitudes of College Students.**

Virginia Polytechnic Inst. and State Univ., Blacksburg.

**Spons Agency**—General Motors Research Labs, Warren, MI.

**Pub Date**—Oct 84

**Note**—79p; Final interim contract report DD-1.

**Pub Type**—Reports - Research (143)

**EDRS Price** - MF01/PC04 Plus Postage.

**Descriptors**—Alcoholic Beverages, \*College Students, \*Drinking, Higher Education, Prevention, Public Officials, Sex Differences, Student Attitudes, Student Behavior

**Identifiers**—\*Drunk Driving

While there is little research specifically dealing with college students and drunk driving, there is ample evidence of frequent, heavy drinking by students. A series of projects was undertaken to explore college students' drinking behavior and attitudes related to alcohol-impaired driving. These projects included: (1) analysis of behavioral observations of 243 students drinking in bars; (2) analysis of behavioral observations of 65 students drinking at a fraternity party; (3) a review of bottled beer consumption by university students; (4) three questionnaire studies of drinking/driving attitudes and behaviors; (5) interviews with six community officials regarding their views of drunk driving and its prevention; and (6) interviews with 26 beer drinkers at the student union. Results indicated that risk taking among drunk drivers was related to the number of passengers and their degree of alcohol impairment. Students' reported motivation for drinking was personal rather than social. Results also showed that men drink more beer than women in bars, and that both men and women drink more beer when it is served in pitchers. Students were good estimators of their degree of impairment; however, students with blood alcohol content greater than ten percent overwhelmingly underestimated the amount of beer they had drunk. (Numerous tables are included to illustrate the data.) (JAC)

**ED 252 757**

CG 017 925

McInerney, John F.

**Rational Emotive Approaches to the Problems of Parents with Exceptional Children: A Brief Overview.**

**Pub Date**—4 Apr 84

**Note**—13p; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

**Pub Type**—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—\*Children, Counseling Techniques, \*Disabilities, Elementary Secondary Education,

\*Parent Counseling, Parents, \*Parent School Relationship, \*Rational Emotive Therapy, Special Education, Stress Variables

Parents of exceptional children face numerous challenges in their efforts to meet the needs of their child. Reaction to the realization that a problem exists in the child's development or educational achievement may lead to emotional distress which can be self-defeating. Such parents often benefit from a direct approach to addressing these issues in a supportive atmosphere. Rational-Emotive Therapy (RET) can provide a useful foundation for a counseling and consultation program for the parents of exceptional children. RET suggests that parents' distress is a result of their negative and irrational appraisal of their child's problem. The practitioner generally begins by helping parents identify and challenge their negative emotions. This self-help orientation, if clearly presented to parents, helps them cope with their child more effectively and better assist in his/her special education. Within the context of the special education delivery system, RET can be applied in individual consultation, in parent education and training, and in ongoing group counseling and therapy. (JAC)

**ED 252 758**

CG 017 926

Clemmons, Dave C. And Others

**Use of an Aptitude Battery for Screening Lateralized Cerebral Dysfunction.**

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

**Pub Date**—Aug 84

**Grant**—NIH-NS-17111; NIH-NS-21706

**Note**—12p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—Adults, \*Aptitude Tests, \*Neurological Impairments, \*Screening Tests, Vocational Aptitude, Vocational Rehabilitation

**Identifiers**—\*General Aptitude Test Battery

The assessment of brain impairment is important in the vocational rehabilitation of persons with neuropsychological dysfunction. To determine the sensitivity of the General Aptitude Test Battery (GATB) to lateralized cerebral dysfunction compared to neuropsychological evaluation, 79 epileptic subjects were assigned to one of three groups (generalized impairment, right hemisphere impairment, or left hemisphere impairment). Subjects had previously been administered neuropsychological evaluations and GATBs. Group status was used as the dependent variable, and GATB-V (verbal aptitude) scores were compared with GATB-S (spatial aptitude) scores as an independent variable. It was found that the derived variable, the GATB-V score minus the GATB-S score, used as an additional independent variable, differentiated the right-impaired from the left-impaired and the generalized impaired group. No significant findings were observed on the other GATB scales. Results suggest that the comparison of the GATB-V with the GATB-S has some value in identifying persons who have demonstrated a lateralization of neuropsychological difficulties to the right cerebral hemisphere. While the differences between GATB scores for the right and left impaired groups were not statistically significant, the possibility that these groups may respond in a differential manner to the GATB on the whole suggests that vocational aptitude batteries may help rehabilitation counselors identify individuals with possible brain impairment. (JAC)

**ED 252 759**

CG 017 927

Morris, Edward K. And Others

**Interbehavioral Perspectives on Crime and Delinquency.**

**Pub Date**—Aug 84

**Note**—21p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

**Pub Type**—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—\*Behavior Modification, \*Behavior Theories, \*Crime, \*Delinquency, Etiology, Family Environment, Illegal Drug Use, Psychology

**Identifiers**—\*Interbehavioral Psychology, Mentalistic Theory

Interbehavioral psychology represents an important innovation for clinical psychology in general, and for behavior modification in particular. Most theories of deviance acknowledge the role of a person's past history in the determination of behavior. Unfortunately, this history is often transformed into the supposed effects of current and continuous mental processes or entities. Interbehavioral psychology rejects this mentalism, yet retains the important place of a person's history. Three types of mentalistic explanations of deviance involve: (1) mental and biological processes; (2) mental and biological traits; and (3) situationism. These ahistorical approaches to deviance divert attention from the continuous process of person/environment interactions. When behavior is analyzed in terms of an interbehavioral history of confrontable events, concrete moves can be made in the description, prediction, and control of behavior. Some of these concrete moves involve "setting factors," i.e., contextual conditions (such as drug use) that influence which stimulus-response functions, previously established through an interbehavioral history, will occur at a particular time. Interbehavioral psychology offers an integrated-field or systems theory that conceptualizes interactions among the various factors in the field as mutual, reciprocal, and dynamic. Interbehavioral psychology rejects the assumption that causes can be reduced to a single, discrete agent. (JAC)

**ED 252 760**

CG 017 928

Case, Thomas L. Rosen, Sidney

**The Effects of Uniqueness-Relevant Feedback and Strength of Need for Uniqueness on the Social Behaviors and Perceptions of Individual Group Discussions.**

**Pub Date**—Mar 84

**Note**—15p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).

**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—College Students, Conformity, Congruence (Psychology), \*Feedback, Group Discussion, Higher Education, Personality Traits, \*Social Behavior, Test Validity

**Identifiers**—\*Need for Uniqueness Scale (Snyder and Fromkin)

Uniqueness theory suggests that individuals are most comfortable with the thought that they are moderately different or unique from others. To test whether individuals with a high need for uniqueness are perceived as being different from those with a low need for uniqueness, 144 college students participated in a two-part study. In part one, subjects completed an attitude survey and several personality scales including Snyder and Fromkin's Need for Uniqueness Scale (NUS). They were then scheduled for one of 48 three-person discussion groups and assigned to one of three conditions: (1) no-feedback; (2) uniqueness-depriving feedback; or (3) uniqueness-enhancing feedback. In part two of the study, subjects reviewed their responses to the attitude survey (which for subjects in feedback groups now contained the uniqueness-relevant feedback), and then completed a manipulation check questionnaire. Subjects then participated in a 20-minute discussion of issues from the attitude survey. They then rated the behavior and personality of each participant including their own. An analysis of results indicated that false feedback altered subjects' perceptions of their similarity to the average college student, but not their group behaviors, as rated by group participants. No-feedback subjects maintained the perception of their own difference. Persons with high NUS scores tended to be low in public self-consciousness and social anxiety, and to be rated as more extraverted, talkative, persuasive, and dissimilar from other students. The findings suggest that need for uniqueness influences individual behavior in group settings. (JAC)

**ED 252 761**

CG 017 929

Friedlander, Myrna L. And Others

**A Behavioral Analytic Model for Evaluating Counselor Training Programs.**

**Pub Date**—Aug 84

**Note**—10p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

**Pub Type**—Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—Behavioral Science Research, \*Coun-



selor Training, \*Measurement Techniques, Models, Practicum, \*Program Effectiveness, Program Evaluation, Psychologists, \*Student Evaluation

This paper introduces a rationale and method for constructing behavioral analytic measures of training program effectiveness that can be adopted by directors of training in diverse settings. The model includes derivation of problematic, on-the-job situations and effective responses from a target sample of trainees and builds an evaluation measure based on this derivation. The target population consists of entry level practicum students in their second year of doctoral training. The model contains five steps. In the first step, "situational analysis," a survey of the relevant characteristics of the environment is conducted with a sample of subjects currently performing in that setting. These subjects generate a detailed list of problematic situations that they have encountered while performing on the job. The next step, "response enumeration," is a sampling of the target population's common responses to these situations. The following phase, "response evaluation," uses a panel of experts to evaluate the effectiveness of the various responses to the problematic situations generated in the preceding phase. These first three steps in the process are the "criterion analysis." The next step is to construct a format (such as the Practicum Evaluation Measure) for presenting the selected situations (plus possible responses) to successive samples. The final step is to evaluate the measure using standard psychometric procedures. Details of ongoing research with this model at a psychology department training site are presented. Several program evaluation designs are recommended, to assess the effectiveness of a program for trainees with different characteristics, different supervisory formats, or different training components. (LLL)

ED 252 762

CG 017 930

Sutton, Diana M.  
Use of Pets in Therapy with Elderly Nursing Home Residents.

Pub Date—Aug 84

Note—24p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, \*Interpersonal Communication, \*Nursing Homes, \*Older Adults, Social Isolation, \*Therapy Identifiers—\*Pets

In order to test the effectiveness of the use of pets with the elderly in a nursing home setting, three concurrent studies were conducted. The 29 residents participating in the experiment were selected by nursing home personnel as meeting the criteria of being depressed and withdrawn, and receiving no regular (weekly) visitors. Study I compared group differences in responsiveness to others in each of three conditions: pet therapy group, visitor-only group, and control group. Study II measured individual responses in the pet therapy condition over time. Study III was a single case experiment. Pet therapy and visitor-only visits were scheduled for 15 minutes each, once weekly for 6 weeks, in the privacy of the resident's room. Two original instruments were used to score behaviors. The Baseline Behavior Observation Form was used for pre- and post-observations. The Resident/Pet Observation Form was used to score pet therapy visits. Results of all three studies showed that following the introduction of pets to the nursing home, residents engaged in more social behaviors such as speaking to peers, making eye contact, smiling, and initiating conversation with the researcher. Overall results indicate that pets could significantly increase social behaviors in elderly nursing home residents. (LLL)

ED 252 763

CG 017 931

Jacobson, Bonnie  
Anger and the Change Process.

Pub Date—Aug 84

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Interpersonal Relationship, Self Actualization Identifiers—\*Anger, \*ReCreative Psychology

Certain major thinkers regard both change and anger as inevitable aspects of human living. A system called Re-Creative Psychology (originally conceived by Paul Frisch) addresses one way to frame anger in order to create constructive change. It is an organized system of behavior management which deals with three broad categories: self-actualization, social relationships, and spiritual well-being. Each category has a paired dimension which is the actual tool for managing anger and change effectively. In the self-actualization category, the paired dimension that leads to change is between social roles and feelings. For social relationships the paired dimension is between power and intimacy. The paired dimension for spiritual well-being is between responsibility and freedom. Anger can be a useful force to change a bad situation, but it needs a great deal of guidance to make sure it is carefully directed to reach the desired goal. (LLL)

ED 252 764

CG 017 932

Ballis, Karen L.

A Review and Investigation of Family Factors in the Treatment of Chronic Pain Patients.

Pub Date—Aug 84

Note—20p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Depression (Psychology), \*Interpersonal Communication, \*Marital Satisfaction, Patients, Psychological Characteristics, \*Spouses Identifiers—\*Pain

Chronic pain is a syndrome which forces many changes upon the patient and upon the family system. To examine the relationship between patients' and their spouses' psychosocial functioning, questionnaire data were collected from 28 male and 18 female patients referred for evaluation to an outpatient pain management program. The Minnesota Multiphasic Personality Inventory (MMPI) was administered to assess psychological functioning; the Sickness Impact Profile was employed to measure patients' perceived changes in physical, social, vocational, and avocational activities as a result of the pain; and the Primary Communication Inventory (Navran, 1967) was used to assess patients' and spouses' perception of marital communication effectiveness. Results indicated that level of depression may be related to the level of marital communication difficulties reported by the spouse, except for husbands of chronic pain patients who reported better communication with their more depressed wives. Elevation on the depression scale appeared to be associated with greater reports of detrimental psychosocial changes on the Sickness Impact Profile. Psychological impairment was associated with poor communication reported by male patients and their wives; however, husbands of patients reported greater satisfaction with marital communications as their mates reported greater levels of psychosocial impairment. Although there is considerable variation in spouse and chronic pain patients' psychosocial functioning, there are indications that spouses' characteristics and responses to their mates' pain problem have an effect on pain behavior. (LLL)

ED 252 765

CG 017 933

Comprehensive School Psychological Services.

Kentucky State Dept. of Education, Frankfort.

Pub Date—Jun 84

Note—39p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Certification, Delivery Systems, Elementary Secondary Education, Guidelines, \*Professional Development, Professional Training, \*Program Development, Program Evaluation, Psychometrics, \*School Psychologists Identifiers—\*Kentucky

This handbook, designed to assist Kentucky school district personnel in planning school psychological services, is organized into four major sections. In the initial section, Overview of School Psychology, information on training and credentialing of school professionals is presented. This section includes information on state requirements for certification and accreditation. The next section, School Psychological Services, delineates the specific areas of responsibility in which school psychologists have training. The third section, Organization of School Psychological Services, addresses service delivery

models, multidisciplinary team involvement, program evaluation and accountability, and working conditions. Finally, the Professional Standards section discusses issues relevant to professional functioning and development, including legal and ethical concerns, and appropriate professional practices. Documents related to the professional practice of school psychology in Kentucky are appended. (LLL)

ED 252 766

CG 017 935

Pumroy, Donald K.

Why Is It Taking So Long for Behavior Modification To Be Used in the Schools, or, Am I Being Too Impatient?

Pub Date—Apr 84

Note—8p; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, \*Behavior Modification, \*Educational Practices, Educational Research, \*Teacher Attitudes, Teacher Education

In education, as in the area of mental illness, the first application of behavior modification began with the treatment of the severely retarded and the autistic. By 1970 behavioral principles were being applied to normal children in the home and regular classes in schools. While behavior modification has been accepted to some degree in special education classes, teachers in the regular classroom do not understand behavioral principles. The current status of knowledge and use of behavior modification in education as indicated through journal articles and teacher training shows that the amount of behavior modification research being published varies widely from one journal to another, and that schools training elementary teachers are not requiring coursework in behavior modification. Education has been slow in adapting to behavior modification because thinking of people's behavior is contrary to the orientation of the American culture, where the psychodynamic view is widespread. Behavior modification is perceived to have been with us for only a decade, and there is little reason to see it as different from the various fads in education that have occurred in the past. Nonetheless, there are positive signs about its future. There is an overall growth in understanding of the behavioral approach as evidenced by: (1) continued research in this area by school psychologists; (2) behavior modification course requirements in special education; (3) at least limited exposure to behavioral principles for student teachers; (4) and the current focus on excellence in education, which shares a behavioral emphasis on empiricism. (LLL)

ED 252 767

CG 017 936

Lewis, Ralph L.

Classroom Reading and Assessment: Bridging the Gap.

Pub Date—Apr 84

Note—28p; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

Pub Type—Guides—Non-Classroom (055)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basal Reading, Classroom Techniques, Counselor Role, Elementary Education, Evaluation Methods, \*Informal Assessment, \*Reading Diagnosis, Reading Difficulties, Reading Processes, \*School Psychologists

This document discusses basic knowledge about the reading process, in order to help school psychologists make effective recommendations for educational programming. The paper begins by identifying and describing three models of the reading process, a traditional "bottom-up" model, a more emergent "top-down" view, and an interactive model which combines the two approaches. Next, features of classroom reading instruction are reviewed. The basal program of reading is described, and an eight-step approach for using this type of program is outlined. The discussion then takes up evaluation techniques that link reading to instruction. Informal diagnostic procedures are considered in detail including teacher conferences, classroom observation, informal reading inventories, cloze (selective or random deletions of words in a passage), word lists, phonics inventories, checklists, and stu-

dent interview data. Finally, the role of the school psychologist in helping to assess children with reading difficulties is discussed. (LLL)

ED 252 768

CG 017 937

Campbell-Goymer, Nancy R.

Cognitive Correlates of Childhood Depression.

Pub Date—30 Mar 84

Note—31p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (29th, Atlanta, GA, March 28-31, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assertiveness, \*Children, Clinical Diagnosis, \*Cognitive Processes, \*Depression (Psychology), Elementary Education, Measurement Techniques

Identifiers—Childrens Depression Inventory, Cognitive Distortion Task

Many researchers and clinicians are diagnosing depressed children according to criteria resembling those used to diagnose depressed adults. To investigate cognitive correlates of depression in children two studies were conducted. In the first study 37 children in grades 5-7 were given a booklet containing the Children's Depression Inventory (CDI) and the Children's Cognitive Distortion Task (CCDT) minus titles. Results indicated that the degree of depression manifested by children as measured by the CDI was positively correlated with their endorsement of depressed, distorted responses, and negatively correlated with their endorsement on nondepressed, nondistorted responses on the CCDT. The second study was part of a larger investigation examining the relationship of selected situational and subject variables (one of which was depressive status, as measured by the Personality Inventory for Children Depression Scale) to school children's role-played assertive behavior and concurrent self-statements. The results indicated that relatively depressed children's self-statements (N=32) were less facilitative of assertion than those of nondepressed children (N=32). The depressed children differed in particular by thinking more assertion-inhibiting thoughts. Analyses of overt behavior scores yielded mixed results regarding the presence of assertion deficits in depressed children. The results of both studies lend support to the practice of extrapolating from research and theory on depression in adults, specifically, cognitive theory and research, to childhood depression. (Author/LLL)

ED 252 769

CG 017 938

Ackerman, Rosalie J. Cole, Charles L.

The Family Cluster Experience: An Empirical Evaluation.

Pub Date—Oct 81

Note—25p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Group Dynamics, Interaction, \*Interpersonal Relationship, \*Participant Satisfaction, Social Support Groups

Identifiers—\*Family Clusters, \*Intergenerational Programs

Community integrational groups, called family clusters, have emerged to meet the needs for connectedness of both individuals and families. To examine the effectiveness of the family cluster two groups were assessed. Cluster I, comprised of single-parent and nuclear families, and grandparents, met 2-3 hours per week for 12 weeks. Cluster II, made up of incomplete nuclear families, single-parent families, and grandparents, met for 2 hours each day for 1 week. Group activities were designed to promote intergenerational relationships, sources of role identification, and a climate of trust to enhance family functioning and acceptance of a variety of family units. Self-reports of participants and participant-observer ratings indicated high satisfaction, and changes in the family unit representing enhanced family interaction. These changes were still evident at a 9-month follow-up. The findings indicate that the cluster experience can promote successful intergenerational and family interaction. (MCF)

ED 252 770

CG 017 939

Banks, Martha E. Ackerman, Rosalie J.

Women Prisoners: Reintegration into Family and Community.

Pub Date—Aug 83

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adjustment (to Environment), Coping, \*Correctional Rehabilitation, Family Role, \*Females, Group Therapy, \*Interpersonal Competence, \*Prisoners

Little research exists that addresses the issue of rehabilitation of women prisoners. To examine the effectiveness of a group psychotherapy program in assisting women prisoners to make the transition to the community and their families, 16 institutionalized women participated in a workshop. The program involved both individual and group participation, and concentrated on developing socially appropriate coping skills, learning about community resources, and developing a perspective on family and community roles. The women completed pre- and post-test measures of coping skills. Outcome data indicated that these prisoners understood the efficacy of moving away from self-centered, self-reliant activities which harmed their coping; they also decreased the frequency of avoidant behaviors which they used to immediately reduce tension. Participants began to delay gratification and consider the use of social supports to develop more effective coping skills. In follow-up inquiries 18 months after the training, these women had a recidivism rate of 9 percent, a drop of one-third compared to the overall prison population. These findings suggest that families of returning women prisoners and the prisoners themselves might be psychosocially strengthened with therapeutic and educational training. (Author/JAC)

ED 252 771

CG 017 940

Leftwich, Linda M. And Others

Subjective Social Support Indices and Their Relationship to Quality of Life of Older Adults.

Pub Date—Nov 84

Note—21p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Life Satisfaction, \*Older Adults, \*Quality of Life, \*Social Support Groups, \*Well Being

Research shows that subjective indices of social integration are related to general well-being. In order to study the relationship between social interaction and well-being, 31 healthy Caucasian adults, with a mean age of 73 years, were given two questionnaires. The first contained eleven subjective social interaction variables and was derived from the Pattison Psychosocial Support Inventory. The second, Flanagan's Life Satisfaction Inventory, measured general well-being by having subjects rate levels of satisfaction and importance for each of 15 different life aspects. An overall Importance, an overall Satisfaction, and an overall (Importance x Satisfaction) Quality of Life Score was computed. None of the subjective social support variables was significantly related to overall Satisfaction, a measure comparable to more traditional life satisfaction measures. However, these variables did account for 60% of the variance in Quality of Life. These results, which are inconsistent with the findings of other researchers, may be linked to the fact that the relative salience of life aspects for these respondents was considered. (Author/BH)

ED 252 772

CG 017 941

Jones, Randal M. Thornburg, Hershel D.

Environmental Mediators of Early Adolescent Self-Image.

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Elementary Secondary Education, \*Instructional Program Divisions, Junior High Schools, Middle Schools, \*Self Concept, Self Esteem, Time

Identifiers—\*School Transition

Studies have shown that school transition may have an impact on early adolescent self-image. In order to examine the effects of school and grade transition on early adolescent self-image, and to examine the duration of these effects, the Personal Opinion Survey (POS), containing nine measures of self-image, was administered to 296 fifth and sixth grade students who were projected to enter the same middle school the following year. Following the school transition, the same students completed the POS four times during the first 9 weeks of the new school year. Analysis of results revealed significant transition effects in measures of self-consciousness, victimization, and anonymity. The effects of transition had dissipated by the 9th week of the new school year, indicating that the "detriments" to self-image attributable to school transition were transitory. (BH)

ED 252 773

CG 017 942

Older Americans Health Education and Training

Act. Hearings before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First and Second Sessions on H.R. 4472. To Amend the Older Americans Act of 1965 by Adding a New Title Relating to Multipurpose Senior Centers Education and Training. Hearings Held in Chapel Hill, NC on December 20, 1983 and Washington, DC, on March 28, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—84

Note—757p.; Portions of the document will not reproduce clearly due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, Aging (Individuals), Gerontology, \*Health Education, Health Materials, \*Health Programs, \*Health Services, Hearings, \*Older Adults

Identifiers—Congress 98th

This document provides the transcripts from the Congressional hearings on the Older Americans Health Education and Training Act. This act is to provide the necessary resources, leadership, and coordination: (1) to design a uniform, standardized program of health education and training for older Americans; (2) to directly involve educational institutions of public health in the design and implementation of the program; (3) to implement the program throughout the country in multipurpose senior centers established by this Act; and (4) to evaluate the program. Opening statements from Representatives Ike Andrews and Carl Perkins are presented. Testimony is presented from 37 professionals, including professors and deans of medical schools, community health, and public health; legislative consultants representing retired persons; and directors and secretaries of government and private programs. Several pamphlets, letters, and supplemental materials are included, covering topics concerning the emotional and physical health of the elderly, and promoting unique programs to serve this population. The appendix contains numerous statements, letters, and newspaper articles dealing with issues and services pertaining to the elderly. (BH)

ED 252 774

CG 017 943

Nelson, Gary D.

Assessment of Health Decision Making Skills of Adolescents.

Pub Date—Nov 84

Note—33p.; Paper presented at the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*Decision Making Skills, Elementary Secondary Education, Health Education, \*Measurement Techniques, \*Test Validity

Identifiers—\*Health Decision Making Index

Although the development of rational decision making skills among school age populations has been identified as a goal of school health education programs, few measurement tools or methods exist to assess such skills. In order to develop an instrument for assessing adolescent health decision-making skills, a preliminary health decision making index was developed, and differences in selected health decision making skills and characteristics of

adolescent alcohol users and nonusers were analyzed. The instrument was pilot tested among fifth (N=17) and tenth (N=52) grade students. Results of external peer review of content validity, using Likert and Q-sort techniques, indicated that the instrument appears to be consistent in the skills rated important and not important. The reviews also indicated that evaluating source credibility and accuracy of information, and determining ownership of the problem or decision were skills not adequately represented. Results of the field test showed that the school age subjects had little difficulty responding to the instrument, and that it appears to be capable of detecting developmental differences. (Numerous tables illustrating the results and the Health Decision Making Index are included). (BH)

**ED 252 775** CG 017 944

**Teenage Pregnancy in South Carolina: Everybody's Problem.**

South Carolina State Dept. of Health and Environmental Control, Columbia.

Pub Date—Oct 83

Note—85p.

Available from—South Carolina Dept. of Health and Environmental Control, Office of Health Education, 2600 Bull Street, Columbia, SC 29201.

Pub Type—Information Analyses (070)—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adolescents, Birth, Contraception, \*Early Parenthood, \*Family Planning, \*Pregnancy, Sex Education, Unwed Mothers, Youth Problems

Identifiers—\*South Carolina

This publication examines in detail the problem of teenage pregnancy in South Carolina. Following the executive summary and a listing of eight recommendations based on the report, chapter 1 presents tables of selected vital statistics related to teen pregnancy in South Carolina. All statistics are shown by county and by Department of Health and Environmental Control (DHEC) district from 1980-1982, for teens aged 14-17. Statistics are for live births, estimated pregnancies, out-of-wedlock births, and induced abortions. Numbers and ranges are presented for each year and with a 3-year average. Chapter 2 reviews the literature on teenage pregnancy including characteristics and predictors of sexually active teens, teen use of contraceptives, and the medical and social consequences of teen pregnancies. Chapter 3 presents data on the public sector costs of teenage pregnancy in South Carolina, along with projected costs through 1990. Chapter 4 describes selected South Carolina teenage pregnancy programs which represent either primary, secondary (during pregnancy) or tertiary (following pregnancy) intervention. Appendix A provides results of a survey of South Carolina teen pregnancy programs, and Appendix B lists South Carolina programs by prevention focus, i.e., primary, secondary, or tertiary. (MCF)

**ED 252 776** CG 017 945

Smith, Douglas K.

**Approaches to Student Behavior by Teachers, Principals and School Psychologists.**

Spons Agency—Wisconsin Univ., River Falls.

Pub Date—Apr 84

Grant—0865-4-79

Note—23p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Techniques, \*Discipline, Elementary Education, \*Elementary School Teachers, \*Principals, \*School Psychologists, Student Behavior

Since classroom teachers may ask school psychologists and principals for suggestions on handling classroom behaviors, the classroom management approach of these two groups is important. To determine whether teachers, school psychologists and principals respond differently to the aggressive, dependent, and academic behaviors of elementary age students an induction-sensitization model was employed. (The sensitization approach places emphasis on stopping specific behaviors by employing external fear of punishment, and the inductive approach places emphasis on the development of internal control by the student and the prevention of future misbehavior.) The Classroom Management Questionnaire (CMQ) was administered to 189 classroom teachers, 145 principals and 172 school psychologists representing urban, suburban, and rural schools at the elementary level. (The response rate was approximately 79% for school psychologists and principals, and approximately 50% for teachers.) The CMQ assesses style of socialization through the use of forced choice items involving male and female students. Results indicated that school psychologists selected more inductive responses than the principals and classroom teachers, and that female teachers selected inductive responses more often than male teachers. These results indicate that principals and teachers tend to approach student behavior differently than school psychologists, and the difference seems to represent not only a difference in specific techniques but also in overall style. (LLL)

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**ED 252 777** CG 017 946

Smith, Douglas K. And Others

**Behavior Management Style of Single Parents and Intact Families.**

Spons Agency—Wisconsin Univ., River Falls.

Pub Date—Apr 84

Grant—0950-10-82

Note—32p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Discipline, One Parent Family, Parent Education, \*Parents, School Psychologists

Studies examining the behavior management styles of parents as a function of family intactness and parent employment status are lacking. To assess parental style of behavior management, the Parent Management Questionnaire (PMQ) was completed by 1,957 parents of elementary school children (50% response rate). The PMQ is based on Aronfreed's (1968) model of parental socialization, and assesses style of socialization through the use of forced-choice items. Each item is composed of a behavioral situation and two alternatives for resolving the situation: a sensitizing approach, which aims at stopping certain behaviors by emphasizing fear of external punishment; and an inductive approach, which places emphasis on the child's development of internal control. Results indicated that single parents selected more inductive responses than parents in intact families, and mothers selected more inductive responses than fathers. Single parents with a high school education or less selected significantly fewer inductive responses than single parents with a college background. In intact families, inductive responses were selected more often by mothers and by parents with higher levels of education. There were no differences in parenting style as a function of parental employment. (Author/LLL)

**ED 252 778** CG 017 947

Weinberg, Richard B.

**The Importance of Social Networks in De-Institutionalization.**

Pub Date—[82]

Note—29p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Coping, Deinstitutionalization (of Disabled), Intervention, Mental Disorders, Patients, \*Social Networks, \*Social Support Groups, \*Stress Management, Stress Variables

This paper reviews the rationale for social network programs in the effort to deinstitutionalize the mentally ill. Stress and mental health problems are discussed in terms of biological and social determinants, measurement techniques, and coping mechanisms. Supportive relationships as buffers to stress are examined and the concepts of social networks and social support are distinguished. Social support groups such as the family, small socio-ecological systems, and large socio-ecological systems are discussed. Social support factors that guard a former psychiatric client against future rehospitalization are identified. A case example and a discussion of implications for intervention conclude the paper. (LLL)

**ED 252 779** CG 017 948

Campana, Mary And Others

**Suicidal Risk among College Students.**

Pub Date—84

Note—17p.; Paper presented at the 1984 Annual Convention of the Texas Psychological Association

as part of the sixth annual undergraduate Student Merit Research Competition.

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Students, Higher Education, \*Predictive Validity, \*Projective Measures, Risk, Sex Differences, Student Attitudes, Student Behavior, \*Suicide

Identifiers—Life Events

Although the suicide rate of young adults has increased dramatically, few empirical studies examine suicide in the normal population. To examine suicidal thinking and behavior in a college student sample, 43 female and 23 male college students responded to an adverse life event scenario and then filled out an extended questionnaire regarding suicidal thinking and behavior. Results showed that 39 % of the subjects had seriously considered suicide, and 8 percent had made a suicide attempt. Females were significantly more likely to have thought about suicide during the previous year, but males were as likely as females to report using suicide as a threat or manipulation. Although past research indicates that suicide projectors have higher rates of suicidal thinking, the fact that 62% of this sample were projectors raises questions about the validity of the projective method. (Author/JAC)

**ED 252 780** CG 017 949

Jimerson, Pat Burns, John L.

**A Comparison of Selected Characteristics of Teenage Mothers and Teenagers Who Have No Children.**

Pub Date—15 Nov 84

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, Contraception, \*Early Parenthood, Family Life, \*Individual Differences, \*Pregnancy, Secondary Education, Student Educational Objectives

To broaden the knowledge base of factors related to rapid subsequent births among teenage mothers, subsequently pregnant mothers (N=5), one-time mothers (N=5), and non-pregnant teenagers (N=10), between the ages of 14 and 22, were compared on use of contraceptives, educational goals, and family relationships. All subjects completed a personal information form, the Child-Parent Relationship Scale, and a semantic differential focusing on their perception of the mother figure. Analysis of results showed that 80% of the mothers were not raised in homes with both natural parents, while of the non-mothers 70% were raised with both natural parents and 30% with one natural parent and one stepparent. Of the mothers, 70% were married, but only half used contraceptives regularly and none used them always. Of the mothers, 70% did not attend school or work and had no immediate plans to do so. All of the non-mothers were in school and 80% had specific educational or occupational goals. Adolescents with more than one pregnancy rated their mothers somewhat less positively than did the other groups. (JAC)

**ED 252 781** CG 017 950

Rapaport, Ross J. And Others

**Student Alcohol Misuse: The Negative Effects of Drinking in College.**

Pub Date—84

Note—19p.

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Alcoholic Beverages, \*College Students, \*Drinking, Higher Education, Parent Influence, Place of Residence, Sex Differences

Identifiers—Central Michigan University

Student alcohol use is viewed as a major problem by college officials. To examine the frequency and consequences of college student alcohol use, 927 undergraduates completed a questionnaire which included demographic variables and items assessing the frequency and negative consequences of their drinking and the drinking behavior of their parents and friends. Analysis of results showed that 92% of the respondents reported drinking alcohol, and 47% reported intoxication at least once a week. About the same percentage of men and women reported drinking, but men reported more frequent intoxication and more negative consequences. Higher



grads were associated with lower levels of drinking. No differences in students' drinking patterns were found as a result of parent alcohol problems, year in school, or place of residence, but students whose parents had drinking problems reported more negative consequences from their own drinking. About half the respondents were aware of alcohol-related problems in friends. Counseling, self-help groups, and campus-wide alcohol education programs should consider these differences in order to reach all groups having alcohol problems. (JAC)

ED 252 782 CG 017 951

Roberts, Joan Weslander, Darrell L.  
Guidance and Counseling Program K-12. Report of Evaluation.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—11 Sep 84

Note—121p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Counselor Role, Elementary Secondary Education, \*Guidance Programs, Needs Assessment, Program Evaluation, School Counseling, \*Student Needs, Student Problems Identifiers—\*Des Moines Public Schools IA

This evaluation of the Des Moines school guidance program provides an introductory history of guidance and counseling services in the district. General results of the evaluation focus on changing counselor roles, and problems caused by lack of specific program guidelines. Counselor profiles and interviews are presented, with an analysis of counselor time usage. The elementary guidance program evaluation report presents results of a survey of students' worries and problems, and surveys of students and staff concerning guidance services. Results from 1983 and 1984 evaluations are compared. The secondary guidance program evaluation includes a report by the transitional school principal, a student opinion survey, and results of 1983 and 1984 surveys of students' needs for counseling help. Summaries of evaluation results are provided for both the transitional and high schools. Comments and recommendations are included for each level. The appendices consist of an interview guide for counselors, a description of the evaluation design, a counselor time log, counselor job descriptions, and comments on the elementary guidance program staff survey. (JAC)

ED 252 783 CG 017 952

Licht, Barbara G. And Others

Sex Differences in Achievement Orientations: An "A" Student Phenomenon.

Pub Date—Aug 84

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Need, \*Difficulty Level, Elementary School Students, Females, High Achievement, Intermediate Grades, Self Esteem, \*Sex Differences

Research on sex differences in children's achievement orientations has suggested that girls have less confidence in their ability than boys, especially among bright children. To examine how sex differences in achievement orientation vary across achievement levels, 250 fifth grade children completed a questionnaire which assessed their preference for intellectual challenge. Several weeks later, each child was individually administered a discrimination-learning task to determine whether the child maintained, improved, or showed a deterioration in problem-solving strategies when confronted with insoluble problems. Children were divided into four achievement levels, according to their grade point average. Results showed that for the "A" students, significant sex differences emerged in the predicted direction. Girls were significantly less likely than boys to prefer challenging tasks; and significantly more likely than boys to show a deterioration in their performance when they confronted insoluble problems. In contrast, there were no significant sex differences within any of the other achievement levels. These findings have implications for understanding why sex differences in achievement orientations emerge in some studies, but not in others. (Author/JAC)

ED 252 784 CG 017 953

Oresick, Robert J.  
Memory Retrieval, Explanation and Predictive Accuracy in Personality Judgment.

Pub Date—Aug 84

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, Intuition, Nurses, \*Personality Assessment, Predictor Variables, \*Recall (Psychology)

Accuracy of personality judgment has been found to be a source of individual differences in memory organization. In order to understand the cognitive process mediating memory organization, accuracy in intuitive personality judgments was assessed in 18 female nurses by the "programmed case" method. This task casts an actual life history into a series of episodes, with several alternative endings. The participants were asked to choose the correct one, based on their knowledge of the case to that point, and to explain their choices in writing, after 4 of the 21 episodes. One week later they were asked to write out as much as they could remember of the life history. Subjects were ranked by their use of distant retrieval and divided equally into high, average, and low accuracy groups; their explanations were then coded for their use of certain categories of information. The results showed that accuracy in personality judgment was related to the use of a distant retrieval strategy, and to the explanations given for those judgments. The use of motives, especially in context was related to accuracy. The use of global traits in isolation was not as successful as using information about social roles, relationships, and emotional reactions to infer motives in each particular situation. (LLL)

ED 252 785 CG 017 954

Rapaport, Ross J. And Others

An Examination of Alcohol Consumption by Central Michigan University Undergraduate Students.

Pub Date—Feb 84

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alcohol Education, \*Alcoholic Beverages, College Faculty, Community Problems, \*Drinking, Higher Education, Resident Advisers, Student Problems, \*Undergraduate Students Identifiers—\*Central Michigan University

Drinking alcohol on college campuses has received considerable attention and concern nationally. To examine the drinking patterns of current undergraduate students at Central Michigan University (CMU), data were collected from 927 students, 117 residence hall directors and resident assistants, and a random sample of 92 faculty members. In addition to collecting demographic data, a 138-item questionnaire asked subjects to respond to items that solicited information about drinking patterns and consequences for students, family, and friends; perceived sources of help for alcohol-related problems; alcohol-related topics they would like to learn more about; and perceived image of CMU. Results indicated that most CMU students consume alcohol and that alcohol consumption results in problem behavior for many. There was variable support for increased expenditures by CMU for alcohol education and prevention. Most respondents felt that alcohol problems resulted in a negative image of CMU by area residents. (Tables of study methods and results, and educational prevention and referral activities at CMU are included. The appendices include a summary of previous alcohol usage at CMU, Department of Public Safety activity involving alcohol on the CMU campus, CMU involvement in treatment and prevention activities through the Mt. Pleasant, Michigan, counseling services, and disciplinary procedures involving CMU students. Questionnaires, cover letters, and a faculty reminder letter used in this study are also included.) (LLL)

ED 252 786 CG 017 955

Brough, James A. Mann, Rebecca B.

Recruiting Source Effects: A Test of Two Alternative Explanations.

Pub Date—Aug 84

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August

24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Expectation, \*Individual Differences, Job Performance, Labor Turnover, Newspapers, Personnel, \*Recruitment, Referral, Social Services

The source of employee recruitment has been related to numerous important work outcomes (e.g., turnover, performance), but reasons for this relationship are not known. To test the viability of two possible explanations for recruiting source effects, i.e., employee level of realistic expectation, or individual differences, information was gathered directly from 98 social service workers and from their personnel records. The source by which the employees were recruited, information on their realistic job expectations, and several individual difference variables (demographics, perceived ease of movement in the job market) were determined. Information on employees' ability was provided by a personnel specialist, and data relevant to their performance and retention were also gathered. The employees were divided into the three most common recruitment sources: newspaper advertisements (N=33), employee referrals (N=42), and walk-ins (N=23). Results showed that employee referrals reported having more realistic expectations of the job than did newspaper recruits or walk-ins. Those recruited through newspaper advertisements were more likely to be male and older than those recruited from other sources. No recruiting source differences were found for either the perceived ease of movement or ability. Individuals who directly applied to the organization received higher performance ratings and were less likely to be terminated than those recruited from other sources. It appears that the relative ineffectiveness of newspaper advertisements may be due to less accurate job information than more formal recruiting sources; however, it is possible that other underlying causes (e.g., motivational differences) may account for recruitment source effects. (LLL)

ED 252 787 CG 017 956

Sedlak, Andrea J.

Understanding Violence between Intimate Partners: The Effects of Personal Experience and Victim Reactions on Labelling it "Battering" and Allocating Blame.

Pub Date—28 Aug 84

Note—28p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attribution Theory, Battered Women, College Students, Emotional Response, Higher Education, \*Interpersonal Relationship, \*Labeling (of Persons), Victims of Crime, \*Violence

Identifiers—Blame, \*Intimacy

To investigate reactions to violence between intimate partners, 125 undergraduates (68 males, 57 females) completed a three-part questionnaire. The instrument assessed general attitudes about violence between intimates, respondents' personal history as victim or abuser, and their willingness to use the label "battering". In addition, 24 evaluation, perception, and attribution questions for a hypothetical scenario involving intimate-partner violence were included. Results showed that respondents who had been both victim and abuser (8%) had longer violent relationships, were more likely to still be in those relationships, and reported more occurrences of violent episodes than persons who had been only victims (10%) or abusers (6%). Abusers were found to be as empathetic toward a hypothetical victim as were those who had been victims; however, those in the roles of victim and abuser emerged as significantly lower in victim empathy. Respondents who had had violent experiences (either as victim, abuser, or both) declined to use the term "battering" in reference to themselves. However, those who had suffered the most serious consequences in a violent relationship were the most willing to label an experience battering. Whether the victim responded passively or was violent in return affected respondents' evaluations of the scenario, with the specific form of the effect in each case dependent upon the nature of the respondents' own experiences with intimate violence. Two tables and 13 figures are appended. (LLL)

## ED 252 788

CG 017 957

Perrin, Deborah K. Dovid, E. Thomas  
Effect of Paradoxical and Non-Paradoxical  
Self-Disclosure on Counselor Social Influence.

Pub Date—Aug 84

Note—45p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). This study is based on the first author's masters thesis.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, \*Counseling Effectiveness, \*Counseling Techniques, Counselor Client Relationship, Higher Education, \*Paradox, \*Self Disclosure (Individuals)

Identifiers—\*Interpersonal Influence Process

The purpose of this study was to examine the effects of counselor self-disclosure and paradoxical and nonparadoxical homework directives on subjects' reactions to the homework directive and on perceived counselor social influence. It was hypothesized that counselor self-disclosure would reduce potentially negative perceptions of paradoxical directives. A total of 50 female and 14 male subjects rated one of four videotapes of a female counselor interviewing a client reporting problems with test anxiety. Results showed that symptom prescription paradoxical homework directives were perceived as more tricky, manipulative, and confusing than nonparadoxical directives, but that these perceptions did not affect subjects' perceptions of the counselor's willingness or ability to help, or increase feelings of anger towards the counselor. Results also indicated that paradoxical directives were not damaging to perceptions of counselor social influence and that counselor self-disclosure does not necessarily enhance or limit perceptions of counselor social influence. The implications of these findings for the use of paradoxical interventions are discussed. (Author)

## ED 252 789

CG 017 958

Kern, Michael H.  
Internal versus External Attributions Are Important Determinants of Subsequent Performance.

Pub Date—Aug 84

Note—23p; Expanded version of a paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attribution Theory, College Students, Higher Education, \*Locus of Control, \*Performance Factors, Success

Perceived locus of causality is an important factor in assessing the impact of prior success or failure on later performance. In order to examine the effects of internal (self) versus external (partner) attributions on subsequent performance, two studies were conducted. In the first study 80 female undergraduates worked on a series of mazes with an ostensible co-subject who was actually a confederate. All subjects received success feedback and were led to attribute their success either to their own actions or to the actions of their partners. Half of the subjects were then tested on an additional maze, and the rest were tested on a different task. In the second study 92 female undergraduates followed the same procedures as those in the first study with minor variations. The results showed that subjects in the internal attribution condition performed better when tested on the same (maze) task than on a different task; the reverse was true for those in the external attribution condition. The findings indicate that attributions are important determinants of subsequent performance. (Author/BH)

## ED 252 790

CG 017 959

Keogh, Nancy Jones And Others  
Treatment Approaches for Presurgical Anxiety: A Health Care Concern.

Pub Date—26 Aug 84

Note—34p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Anxiety, \*Coping, \*Hospitalized Children, \*Surgery

To test the differential effectiveness of preoperative instruction (factual information, emotional expression, and trust relationship), mastery modeling, and coping modeling, 100 children, aged 7-12, were studied. Subjects from two hospitals were randomly assigned to four experimental groups and one control group: alone (the control group, N=20); mastery modeling; coping modeling; preoperative instruction with mastery modeling; or preoperative instruction with coping modeling. All children were administered the Hospital Fears Rating Scale (self-report), the Observer Rating Scale of Anxiety, and the Palmar Sweat Index (physiological measure) before and after treatment. Analysis of results showed inconsistencies between hospitals. Mastery modeling with preoperative instruction was most effective at one hospital, while preoperative instruction alone was most effective at the other hospital. In addition, mastery alone and coping alone were each effective at different hospitals. The inconsistent results may be related to children's differing anxiety levels, types of surgery, and socioeconomic status. (MCF)

## ED 252 791

CG 017 960

Alexander, Irving E.  
C. G. Jung: The Man and His Work, Then and Now.

Pub Date—Aug 84

Note—29p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biographies, Individual Development, Professional Development, \*Psychiatry Identifiers—\*Jung (Carl G)

This paper discusses the life of Carl Jung, analyzing the relationship to his work of selected events in his life. Biographical elements of Jung's life such as his family and childhood experiences are described, and specific incidents that Jung reported to have had a great impact on his emotional health are highlighted. Jung's professional development is described, with special attention to the early word association studies, the study of psychotic imagery, the postulation of universal realms of unconscious processes, his elaboration of a descriptive language for the study of personality, and finally his search for the universal structure or form of mental life, its unfolding and its goal. Emphasis is placed on the period between 1909 and 1922 which includes the break in his relationship with Freud, and its consequences. Jung's publications and his impact on psychology and in the larger world are discussed. (LLL)

## ED 252 792

CG 017 961

Voelck, Clint E. And Others  
The Efficacy of Rational Emotive Education for Acting-Out and Socially Withdrawn Adolescents.

Pub Date—Apr 84

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*Behavior Problems, \*Rational Emotive Therapy, Secondary Education, Self Concept, Self Esteem, Social Adjustment, \*Withdrawal (Psychology)

Identifiers—\*Rational Emotive Education

Rational Emotive Education (REE), derived from Rational Emotive Therapy (RET), is a humanistic approach for helping children cope more objectively and effectively with the stress of modern living and personal problems. To investigate the efficacy of teaching REE, 38 acting-out and 42 socially withdrawn adolescents were randomly assigned to one of three groups: REE, Transactional Analysis (TA), or no-treatment control. During the 10-week treatment period, REE or TA sessions were conducted during four consecutive 45-minute sessions. Control students attended regular classes. Teachers completed Burke's Behavior Rating Scale (BBRS) on each student before and after treatment; students completed pre- and post-tests of the Children's Survey of Rational Concepts-Form C (CSRC) and the Piers-Harris Children's Self-Concept Scale (PHSCS). In addition, 30 days after treatment all children were re-tested with the CSRC, BBRS, and the PHSCS, and Comprehensive Test of Basic Skills data were collected. Analysis of the data indicated

significant differences between the REE, TA, and control groups on self-concept, classroom behaviors, and the ability of the acting-out and socially withdrawn adolescents to comprehend REE. The findings indicate that short-term, school-based REE treatment is effective for socially withdrawn adolescents, although a longer period of time may be needed for significant self-concept changes in acting-out adolescents. (LLL)

## ED 252 793

CG 017 962

Meara, Naomi M. Patton, Michael J.  
Language Analysis and Policies of Psychological Treatment: An Overview.

Pub Date—26 Aug 84

Note—26p; Paper presented as part of a symposium "Research on Language Analysis in Counseling" at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For other symposium papers, see CG 017 963-967.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case (Grammar), \*Counseling, Counseling Effectiveness, \*Language Research, \*Language Styles, \*Psychotherapy, \*Semantics Identifiers—\*Computer Assisted Language Analysis System

A greater understanding of psychological treatment can be achieved through an analysis of the language used by those participating in such treatment. Several conceptual aids are needed: (1) a theory about how language conveys meaning; (2) a model of language in psychological treatment; (3) reliable units of measure; and (4) since psychological treatment consists of thousands of words, a relatively rapid method of processing language. The language model of the psychological treatment process uses linguistic displays, the observable exchange of signals, an inferential process of attributing meaning to those signals, and observable outcomes by which to judge the attempted social influence. The Matrix Model of Case Grammar is used to empirically test the language model in observable units of measure by classifying the structures of natural language according to semantic relationships and stylistic properties. The Computer-Assisted Language Analysis System (CALAS) assists in testing the conceptualizations and in implementing the case grammar paradigm. This technological tool allows reliable and rapid analysis of the natural language of counselor and client across different theoretical approaches to psychological treatment. Semantic and stylistic attributes of language which convey meaning beyond their literal grammatical components (e.g., intentionality, influence) can be used to test hypotheses related to psychological treatment. (BH)

## ED 252 794

CG 017 963

Kidder, David W.  
Use of CALAS in a Study of Counselor Empathy and Client Verbal Behavior.

Pub Date—Apr 84

Note—7p; Paper presented as part of a symposium "Research on Language Analysis in Counseling" at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For other symposium papers, see CG 017 962-967. Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case (Grammar), College Students, Computational Linguistics, \*Counseling, \*Counseling Effectiveness, Counseling Techniques, Counselor Client Relationship, \*Empathy, Higher Education, Language Research, \*Language Styles, Semantics

Identifiers—\*Computer Assisted Language Analysis System

Accurate communication of empathy by a counselor may facilitate client self-exploration which, in turn, is necessary for positive outcome. To study the effects of counselor empathic response on client self-exploration, two doctoral level counseling psychology students had one 45-minute interview with each of two college student clients. Counselors switched from a baseline condition of minimum reflection of feeling to an empathetic condition involving high rates of reflection. Raters checked the proper manipulation of empathy from tape recordings and transcripts. Transcripts of the interviews were processed by the Computer Assisted Language Analysis System (CALAS) which classified client language for clauses, verbs, and verb types repre-



senting client self-exploration, i.e., expression of experiencing, verbal productivity, and length of utterances. Analysis of results did not support a relationship between counselor empathic responding and client self-exploration. The nonsignificant results may have been related to excessive controls and procedural checks on the dependent and independent variables, or to the fact that whole interviews rather than short segments were analyzed by CALAS. (BH)

ED 252 795 CG 017 964

Davis, Kathleen L. And Others

A Language Analysis of Resistance in Psychological Treatment.

Pub Date—Apr 84

Note—14p; Paper presented at a symposium "Research on Language Analysis in Counseling" at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For other symposium papers, see CG 017 962-967.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Case (Grammar), \*Counseling, Counselors, \*Counselor Training, Higher Education, Language Research, \*Language Styles, Semantics, Supervision

Identifiers—\*Computer Assisted Language Analysis System, \*Resistance (Psychology), Supervisor Supervisee Relationship

Verbal productivity and lack of self-disclosure about feelings by counselor trainees may indicate resistance in a supervision session. In order to investigate resistance as it relates to trainees' statements, 20 supervisors viewed and rated a 15-minute videotape of a simulated supervisory session, in which the trainee was instructed to exhibit resistant behaviors. Based on supervisors' ratings, 10 statements were classified as high resistance statements (HRS) and 10 as low resistance statements (LRS). The Computer-Assisted Language Analysis System (CALAS) was used to process the language of the videotaped session according to verb type (state, action, or state experiential). Verbal productivity was high in the HRS and low in the LRS indicating that trainees and supervisors thought talking a lot demonstrated resistance. Analysis of the semantic content of the discourse in the HRS indicated that trainees tended to avoid feeling states and disclosed only thoughts unrelated to supervision. These disclosures were viewed as resistant. The findings indicate that CALAS can be useful in improving counseling skills by establishing the links between the counseling experience and semantic and stylistic measures generated by it. (BH)

ED 252 796 CG 017 965

Wyman, Elizabeth A. And Others

The Effects of Semantic and Stylistic Variations in Language on Perceptions of Social Influence Characteristics.

Pub Date—Apr 84

Note—21p; Paper presented at a symposium "Research on Language Analysis in Counseling" at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For other symposium papers, see CG 017 962-967.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, \*Counseling, Counseling Effectiveness, Counselor Characteristics, Higher Education, Language Research, \*Language Styles, Semantics

Identifiers—\*Computer Assisted Language Analysis System, \*Interpersonal Influence Process

In order to examine how the manipulation of the stylistic and semantic attributes of a counselor's language affects client perceptions of counselor expertise, attractiveness, and trustworthiness, 132 college students (88 females, 44 males) were randomly assigned to listen to one of four counseling audiotapes; the tapes were identical as to topic and script but contained varied selected semantic and stylistic features of counselor language. After listening to the tapes, subjects indicated their perceptions of the counselor's social influence, using the Counselor Rating Form. The counselor role transcripts were processed through the Computer Assisted Language Analysis System (CALAS), to identify semantic variation indicated by verb type (action or state), and stylistic variation (simple or complex) indicated by phrases per clause and total number of

words. Analysis of results showed that counselor use of complex language yielded more favorable expertise ratings than did use of stylistically simple language. The findings indicate modest support for the proposition that language variables influence perceptions of counselor social influence. (BH)

ED 252 797 CG 017 966

Warden, Kathleen Wycoff, Jean

A Linguistic Analysis of Counselor's Affect Oriented Responses across Three Levels of Counseling Experience.

Pub Date—Apr 84

Note—18p; Paper presented at a symposium "Research on Language Analysis in Counseling" at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For other symposium papers, see CG 017 962-967.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, \*Counseling, Counselor Characteristics, Counselors, \*Experience, Language Research, \*Language Styles, Semantics

Identifiers—\*Computer Assisted Language Analysis System, Interpersonal Influence Process

The effect of counselors' level of experience on clients' expression of feeling has not been investigated using stylistic and semantic measures. To examine the influence of affectively oriented counselors' level of experience, six counselors at three experience levels (low-masters, counseling practicum students; medium-doctoral, counseling psychology students; and high-licensed experienced psychologists) were randomly assigned a male and female client from 12 student volunteers. Each counselor/client dyad met for a guided fantasy experience followed by discussion. Counselors were instructed to facilitate clients' expression of feeling stimulated by the fantasy experience. Transcripts of the sessions were processed by the Computer Assisted Language Analysis System (CALAS). The language of the sessions was analyzed for stylistic complexity, as measured by total clauses and average block length, and semantics as measured by block length and verb type. Results showed the six counselors at the three experience levels were similar when compared on these measures. Counselors and clients did not differ in speech rate clauses per minute across or within groups, or in complexity of language across groups. There were significant differences on two verb types—state experiential affective and state experiential cognitive. When examining the ranks of these two verb types, the difference could not be attributed to the difference in experience levels of the counselors. On percentage of counselor talk, the two low experience counselors were similar, and the two medium experience counselors were similar, but there was a significant difference between the two high experience counselors. This suggests that high experience counselors may have more idiosyncratic styles. (JAC)

ED 252 798 CG 017 967

Reed, James And Others

The Effects of Stylistic Variations in Language on Perceptions of Social Influence Characteristics in a Counseling Sophisticated Population.

Pub Date—Apr 84

Note—13p; Paper presented at a symposium "Research on Language Analysis in Counseling" at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For other symposium papers, see CG 017 962-966.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Client Characteristics (Human Services), \*Counseling, Counselors, Graduate Students, Higher Education, Language Research, \*Language Styles, Semantics, Undergraduate Students

Identifiers—\*Interpersonal Influence Process

Previous research on the effects of counselor language on clients' perception of the counselor's social influence indicated that counselors using complex language were seen as more expert. Seventy-eight undergraduate and graduate counselor trainees participated in a study to replicate these earlier findings by investigating the effects of counselor language style complexity on perceived counselor social influence, using a counseling sophisticated population. Subjects listened to one of four counseling

audiotapes in which counselor language differed semantically and stylistically, and then rated the counselor using the Counselor Rating Form. Analysis of results showed variations of stylistic complexity had no measurable effect on perceived counselor social influence. There was no support for the notion that counseling-sophisticated subjects would respond favorably to stylistically simple counselor language. (JAC)

ED 252 799 CG 017 969

Zeren, Andrea S. Ryff, Carol D.

Psychological Development in Men during Fatherhood.

Spons Agency—Fordham Univ., Bronx, N.Y.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Adult Development, \*Fathers, Maturity (Individuals), \*Psychological Patterns, Self Concept

Identifiers—Parenthood

While research has examined the salient effect of fathers in child development, little attention has focused on the effect of the infant on the father. The impact of fatherhood on normative male development was investigated in a twofold manner. First, to assess the extent to which the birth experience and actual parenthood produced differing self-perceptions, 80 expectant fathers were compared with 80 fathers on adaptive indices of personality and psychological growth. Results revealed that compared to expectant fathers, fathers manifest significantly greater emphasis on a measure of Purpose in Life and two self-actualization scales, as well as trends toward an increase on a measure of Generativity and a decrease on a measure of Impulsivity. The second assessment examined whether men are aware of change in themselves (recalled or anticipated) as a result of becoming a parent. Results revealed that self-perceptions focused on the fatherhood period were higher on measures of Nurture, Generativity, and Purpose in Life and lower on a measure of Impulsivity than assessments focused on the pre-fatherhood period. The experience of fathering facilitated male adult development on specific dimensions that define a maturing self-concept. (Author/JAC)

ED 252 800 CG 017 970

Burton, Billie

Need a 36 Hour Day? Time Management Tips for Counselors and Students.

Pub Date—Mar 84

Note—23p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Guides—Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Check Lists, \*College Students, \*Counselors, Guidelines, Higher Education, Resource Materials, \*Time Management

This guide presents an outline of time management tips for counselors and students. Following the introduction, six principles of managing time are listed: (1) analyze how time is used; (2) set goals; (3) divide large projects into small steps; (4) make a "to-do" list; (5) decide priorities; and (6) schedule quiet time. Subheadings define different kinds of time, provide examples of goals for counselors and students, give nine suggestions for making a to-do list, and present guidelines for deciding priorities and scheduling quiet time. Handouts supporting each major principle are provided, including a Daily Schedule, Pie of Life, Guidelines for Setting Goals, Success Print Out, Writing a Paper Exercise, Calendar for Writing a Paper Exercise, and a Time Management Worksheet. Handouts for background reading, including How to Get Control of Your Time and Your Life, Additional Tips for Effective Time Management, Tips for Counselors, and a bibliography are included. (JAC)

ED 252 801 CG 017 971

Matthews, Doris B.

Academic and Psychosocial Effects of Relaxation Training on Rural Preadolescents. Research Bulletin No. 34.

South Carolina State Coll., Orangeburg.

Spons Agency—Cooperative State Research Ser-

vice (DOA), Washington, D.C.

Pub Date—Oct 84

Note—63p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Attendance, Middle Schools, Physiology, \*Preadolescents, \*Program Effectiveness, \*Relaxation Training, \*Rural Youth, Self Concept, Stress Management, Student Behavior

Preadolescents are faced with a variety of pressures, but usually receive little help in stress management from the school. To examine the effects of relaxation training on rural middle school students (N = 532), researchers implemented a daily 15-minute program of relaxation training exercises on audio tapes in the regular classroom setting. The students recorded their wrist temperatures before and after each exercise as a measure of the relaxation state. Researchers examined five dependent variables and compared the performance of students in the experimental group with a randomized control group. Absenteeism and tardiness showed no significant differences between experimental and control groups. The experimental students, however, had significantly fewer discipline problems than the control group, indicating that relaxation training has a positive effect on problem behavior. Also, while no overall experimental/control difference was found on a measure of self-concept, females in the experimental group did appear to have higher self-concept scores than females in the control group. Finally, while there was no overall difference between the experimental and control groups in achievement, the experimental groups which excelled at relaxing, as measured by wrist temperatures, scored significantly higher than their paired control groups. Experimental groups with poor relaxation skills scored equal to or lower than their control groups. This finding suggests the existence of a threshold of relaxation, a level necessary for cognitive gains. (Author/JAC)

ED 252 802

CG 017 972

Compton, William C. And Others

Elevated Self-Concept in the Elderly: Denial or Coping Strategy?

Pub Date—Nov 84

Note—21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1984). For related research, see ED 244 187.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Coping, \*Older Adults, \*Self Concept

Identifiers—\*Denial (Psychology), Self Report Measures

Although previous research indicates that self-concept scores of elderly people are higher than both test norms and scores for younger groups, some researchers have hypothesized that the higher self-concept scores are the result of denial and are not an indication of true self-concept. To investigate the consistency of higher test scores across different self-report measures and to examine higher scores as indicators of denial versus a coping style, older adults, aged 65 to 90, were given an extensive test battery which included measures of psychological, social, and physiological functioning. The sample was divided into a high and a low defensive group by a median split on the Defensive Positive (DP) scale of the Tennessee Self-Concept Scale (TSCS). T-tests were computed between the groups on self-report measures and measures of behavioral performance. Results for the self-report measures and subscales of the TSCS supported the hypothesis of a positive response tendency for the high DP group. Results for the behavioral performance measures and subscales of the TSCS did not support the hypothesis that the response tendency was motivated by denial. The findings suggest that the favorable response tendency indicates use of specific coping strategies which may increase adjustment. (Author/JAC)

ED 252 803

CG 017 973

O'Keefe, Edward J.

Management Training in Business and Industry: A Multimodal Approach to Supervision.

Pub Date—Mar 85

Note—23p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, \*Administrators, Behavior Change, Business, Holistic Approach, Industry, \*Personnel Management, \*Psychology, \*Supervisory Methods

Identifiers—\*Multimodal Methods

Historically, a close working relationship has existed between psychology and management. The holistic approach emerging in psychology from Lazarus' multimodal model will have a major impact on management practices, ultimately leading to the development of multimodal management. The scientific psychology most managers are familiar with was based on Watson's behaviorism, Maslow's needs hierarchy, Skinner's contingency management, Vroom's expectancy model, and other psychological theories. The multimodal approach in psychology was necessitated by the failure of other methods to effect long-lasting changes in the individual's functioning. Lazarus employs the acronym "BASIC ID" to describe a therapeutic approach that encompasses the areas of Behavior, Affect, Sensory, Imagery, Cognition, Interpersonal, and Drugs (biological). While some modifications will have to be made to the BASIC ID when employed by managers rather than psychologists, the fundamental model can be adhered to. For example, managers confronted with behavior problems might be advised to try contingency management. When confronted by employees who display inappropriate affect on the job, desensitization or rational-emotive training might be used. Thus the manager interested in a holistic approach can use a variety of methods for helping employees improve their functioning. (JAC)

ED 252 804

CG 017 974

Coffey, Janet L. Oakley, Suzanne J.

A Short-Term Structured Group Program for the Treatment of Bulimia.

Pub Date—11 Apr 84

Note—26p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, April 8-11, 1984).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Behavior Change, \*Cognitive Restructuring, \*College Students, Eating Habits, \*Females, \*Group Therapy, Higher Education, Psychotherapy

Identifiers—\*Bulimia

This paper discusses bulimia among college women, and describes a workshop utilizing structured short-term group treatment for these bulimic women. An overview and definitions of bulimia are given, and research supporting the theory that binge eating is a reaction to excessive dietary restraint is reviewed. Treatment goals and techniques used in the 8-week program, which are drawn from cognitive-behavioral, gestalt, and psychodynamic sources, are described in detail. The program was tested on a group of bulimic female students at Duke University in 1983, and results from this program are briefly reviewed. A bibliography, a treatment summary of the 8-week program, a list of dietary facts, and a Binge Analysis Sheet (used in the treatment program) are included. (BH)

ED 252 805

CG 017 975

Nissim-Sabat, Denis And Others

Community Mental Health Centers and Insurance Reimbursements.

Pub Date—Aug 84

Note—35p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Programs, Community Resources, Community Services, Federal Aid, \*Financial Problems, \*Financial Support, Health Insurance, Mental Health Clinics, \*Mental Health Programs, State Aid

Identifiers—\*Community Mental Health Centers, Medicaid, Medicare, \*Third Party Payments, Virginia

The economic solvency of Community Mental Health Centers (CMHCs) is a problem that needs immediate attention. In order to study the shift in funding sources for the 40 Community Services

Boards (CSBs) which administer the 114 CMHCs in Virginia, the funding sources of CMHCs, and the fee collections of the CSBs, were examined. Data revealed that since 1980, state funds, fee collections, and local funds have increased, while federal funds have been significantly cut back. To further examine fee collections (direct client, private insurance, Medicaid, and Medicare), to determine shifts in these funding sources over time, the 40 CSBs were divided into low, middle, and high groups according to the socioeconomic status of the population served by each. The data clearly indicated a significant increase in insurance reimbursements, a decrease in Medicaid collections, and a general stability for direct client and Medicare collections. The results fail to replicate the National Institute of Mental Health data reported in 1980. The increase in insurance reimbursements coupled with decreases in Medicaid has significant implications for the delivery of services in CMHCs. (BH)

ED 252 806

CG 017 976

Edgington, Bradley L. Murdock, Evelyn S.

A Parent Education Center.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Counseling Services, Elementary Secondary Education, \*Family Involvement, \*Parent Counseling, \*Parent Education, Parent School Relationship, School Psychologists

Identifiers—Utah

Based on the philosophy that parents need assistance in dealing with family changes and deteriorating family life, the Jordan Family Education Center (JFEC) was established in 1979 in Midvale, Utah to meet the mental health needs of families and children in the district. The center was committed to the philosophy that parents should be involved in their children's educational experience. Over 60 school psychologists provided services, and 20 classes were held during the first year. Day and evening services now include counseling, educational classes, and provision of library materials. The goals of the center are to provide inservice training on parenting skills and individual, family, or parent counseling; and to train and improve the skills of staff psychologists. A director and an advisory board head the center. The JFEC also provides seminars and workshops to clubs and church groups on an assortment of issues. Statistics show an increase in the number of people involved in the program, with leveling off occurring in 1983-84. Participation in education classes is the primary area of growth. The JFEC provides support, reinforcement, and strength to families seeking to preserve family structure. (BH)

ED 252 807

CG 017 978

Jegeriski, Jane A. Upshaw, Harry S.

The Structure of Empathy: A Multidimensional Scaling Approach.

Pub Date—Aug 84

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Developmental Stages, \*Empathy, \*Factor Structure, Fantasy, Higher Education, Models, Multidimensional Scaling, Perspective Taking

Identifiers—Interpersonal Reactivity Index (Davis), Simplex Models

Empathy, a basis for altruistic motivation, is viewed as a developmental process by Hoffman and others. Current measures of empathy, such as the Davis Interpersonal Reactivity Index (IRI), have been analyzed by exploratory factor analytic methods which do not allow for the testing of a developmental model of the simplex form. This study was conducted to test Hoffman's theoretical formulations of empathy. Data from the responses of 679 college students to the four subscales of the Davis IRI (personal distress, empathic concern, perspective taking, and fantasy) were analyzed by multidimensional scaling techniques (ALSCAL). Results indicated that a two-dimensional solution provides the best model. The first dimension supports a sim-

plex model of Hoffman's theory with three of the four Davis subscales; the inclusion of the second dimension in the structure of empathy is questioned. It was found that fantasy clusters separately from the other components and thus may not belong in definitions of empathy. (Author)

ED 252 808 CG 018 044

Wajton, L. Russell. *Comp. And Others*  
Microcomputer Software for Counseling and Student Development.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—149p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administration, Athletics, Career Development, Catalogs, \*Computer Oriented Programs, \*Computer Software, \*Counseling, Databases, Elementary Secondary Education, Extracurricular Activities, Health Services, Higher Education, Microcomputers, Statistics, \*Student Development, Student Financial Aid, \*Student Personnel Services, Testing

Identifiers—Computer Assisted Counseling, Computer Assisted Guidance

This catalog provides information on software for counselors and student services personnel, arranged according to counseling and student development topics. The areas covered by the catalog include administrative aids, athletics, career development, counseling, financial aid, health services, statistical programs, student activities, and testing. There are also sections on databases, electronic mail, software available in the public domain, publications for computer users, and software directories. Software programs are listed alphabetically by title under the appropriate heading, and include a description and information on system requirements (hardware, operating system), price, and publisher. The catalog also contains a Software Review Form (for listed programs) and a Software Submission Form (for suggested additions). (JAC)

ED 252 809 CG 018 054

Smith, Robert L. Walt, Garry R.

*Counseling and Human Resources Development.*

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—116p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Burnout, Business, Career Development, Career Planning, \*Counselors, \*Employment Opportunities, Industry, Informal Assessment, \*Labor Force Development, Organizational Climate, \*Training

Identifiers—\*Employee Assistance Programs, \*Human Resources Professionals

This three-part monograph on human resource development is intended for counselors who wish to translate their counseling skills and experience to work with business and industry. Part I presents an overview of the field of human resource development (HRD) emphasizing the counselor as an HRD professional. Chapter I discusses the application to business of concepts used by the counselor in one-to-one counseling, and elaborates key HRD components, i.e., career planning and development, training and development, and employee assistance programs. Chapter II discusses organizational climate, defining factors that contribute to it, formal and informal assessment, and organizational climate and corporate readiness for HRD. In Part II, the three HRD components briefly described previously are examined in detail as transition points to business and industry for counselors as HRD professionals. Part III examines the consequences of

ineffectively maintaining or caring for the human resources in a business setting. Burnout, viewed as the long-range consequence of not implementing HRD activities, is covered from the counselor's point of view through emphasis on assessment of burnout, its causes and costs, and methods to prevent both individual and corporate burnout. The conclusion examines HRD trends and training in relation to those in the counseling profession. (MCF)

## CS

ED 252 810 CS 006 420

Kamil, Michael L. Ed. Borwick, Mary M. Ed.  
*Directions in Reading: Research and Instruction.*

Thirtieth Yearbook of the National Reading Conference.

National Reading Conference, Inc.

Pub Date—81

Note—306p.; Proceedings of the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Books (010) — Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Literacy, Adults, Beginning Reading, Cognitive Processes, Early Childhood Education, Early Reading, Elementary Secondary Education, Instructional Materials, Language Processing, Reading Comprehension, \*Reading Instruction, \*Reading Processes, \*Reading Research, Reading Strategies, Reading Tests, Teaching Methods

Identifiers—Orthography, Text Structure, Theory Practice Relationship

Reflecting the increasing complexity and sophistication in reading research, the papers in this collection represent a wide spectrum of approaches, philosophies, viewpoints, and techniques of scholarly endeavor in their treatment of reading research and instruction. Following an address, by the president of the organization, on reading comprehension research in search of classroom validation, the 36 articles presented at the 1980 meeting of the National Reading Conference are arranged according to the following categories: (1) strategies in reading, (2) orthography and reading, (3) theoretical concerns, (4) instructional concerns, (5) comprehension and text structure, (6) adjunct aides, (7) early reading, and (8) adult reading. The volume concludes with the program from the meeting. (HTH)

ED 252 811 CS 007 821

Ruddell, Robert Boyie, Owen

*A Study of the Effects of Cognitive Mapping on Reading Comprehension and Written Protocols.*

Technical Report No. 7.

Learning from Text Project, Riverside, CA.

Pub Date—Apr 84

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Mapping, \*Cognitive Processes, Cohesion (Written Composition), Higher Education, \*Language Processing, \*Reading Comprehension, Reading Processes, \*Reading Research, Retention (Psychology), \*Study Skills, \*Writing (Composition), Writing Improvement

Identifiers—Reader Text Relationship, Text Structure

A study explored how cognitive mapping assists college students in gathering information from long prose passages and organizing this information for subsequent writing. Mapping is a prewriting technique in which students develop a cognitive scheme or graphic representation of a text, which reduces memory load and facilitates integration and retention of information. It was hypothesized that mapping would help improve students' writing fluency and cohesion, as well as assist them in identifying main ideas and supporting details in articles. The 51 undergraduate subjects were tested prior to and after introduction to and practice with mapping techniques, to assess their ability to analyze and synthesize the six passages in the Organizational Patterns Test (OPT) and to write about them. The OPT contains three different organizational patterns: informational, thesis-proof, and problem-solution. In the pretest, students in all three treatment groups were given 10 minutes to prepare to write their essays. In the posttest, students in two of the treatment groups were given 10 minutes to map the

OPT articles before writing essays, while those in the third treatment group prepared for the essays using an organizational preparation of their choice. The results indicated the subjects in the two mapping groups scored higher on the essays, used a greater number of cohesive ties, and wrote longer essays than did the nonmapping subjects. There was no difference between groups in ability to identify main ideas and supporting details. (HTH)

ED 252 812 CS 007 838

Flippo, Rona F.

*Publishing in College Reading.*

Pub Date—27 Oct 84

Note—9p.; Paper presented at the Annual Meeting of the College Reading Association (28th, Washington, DC, October 26-28, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, Higher Education, Publishing Industry, \*Reading Instruction, Remedial Reading, Scholarly Journals, \*Study Skills, \*Writing for Publication

Identifiers—\*Professional Literature

Intended for those interested in publishing in the field of college reading and study strategies improvement, this paper provides a list of potential publication sources. The information includes a list of appropriate journals, newsletters, compiled works/yearbooks, and other sources. Information is given regarding the submission of manuscripts and other works to those publications. Suggestions to improve the likelihood of acceptance of submitted work follow the publication sources, and the paper concludes with a list of professional associations for college reading and study strategies and related areas. (HTH)

ED 252 813 CS 007 858

Omanson, Richard C.

*Knowing Words and Understanding Texts: Models of Some Basic Relationships.*

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1984/36

Pub Date—84

Note—39p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, Elementary School Students, \*Language Processing, Memory, \*Models, \*Reading Comprehension, Reading Instruction, \*Reading Processes, Reading Research, \*Recall (Psychology), \*Word Recognition

Identifiers—\*Text Processing

Prompted by current theories in reading suggesting that variation in word knowledge affects the processing of not only individual words but also clauses and sentences, this report explores some different ways in which children's comprehension processes may be affected by variation in word knowledge. The report first examines whether the effects of word knowledge on comprehension are similar for skilled and less-skilled readers, then compares how well stories containing unfamiliar versus recently taught words are remembered. It then considers various models of how comprehension processes may have been affected to produce the observed recall differences and evaluates them against experimental data. Finally, it presents some implications for theories of text processing, education, and the use of modelling as an experimental tool. (HOD)

ED 252 814 CS 007 864

Marzano, Robert J.

*A Language/Interaction Based Model for Teaching Thinking Skills.*

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

Pub Date—May 84

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Ability, Concept Formation, \*Critical Thinking, Elementary Secondary Education, Language Processing, \*Models, Pattern Recognition, \*Skill Development, Teacher Student Relationship, \*Teaching Methods

Identifiers—Direct Instruction

Acknowledging a growing national awareness of the need for direct instruction in higher order think-



ing skills within public education, this paper describes an instructional model for reinforcing thinking skills in the classroom, kindergarten through grade 12. Following an introduction justifying the model's reliance on the processing of information in linguistic form, the paper discusses the model's three general areas of thinking skills: basic concept development, recognition of patterns among ideas, and use of paradigms for specific educational tasks. It then discusses four specific areas in which a classroom using this model would differ from a more traditional classroom. The paper's conclusion reiterates that the model is a framework within which teachers can interact with students about information. (HTH)

ED 252 815

CS 007 865

Thomas, Louise

Readers' Metacognition and Comprehension: Are They Related?

Pub Date—4 Jul 84

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Cognitive Processes, Grade 6, Intermediate Grades, \*Metacognition, \*Reading Attitudes, \*Reading Comprehension, Reading Instruction, Reading Processes, \*Reading Research, \*Reading Strategies, Schemata (Cognition)

A study investigated the relationship between sixth grade students' reading attitudes and awareness of certain parameters of reading and their performance on a reading comprehension test. Subjects, 100 students scoring between the 5th and the 95th percentiles on the Iowa Tests of Basic Skills (ITBS) comprehension section, completed a reading attitude and awareness inventory prepared especially for the study. Pearson Product-Moment Correlations and two-sample t-tests were used to determine differences between the performance of good and poor readers on the inventory. A significant correlation was found between scores on the inventory and the ITBS, confirming (1) the relationship between the defined components of reading schemata (attitude, knowledge, and self-concept) and reading comprehension, and (2) differences in the way good and poor readers perceive the reading task. Poor readers were found to be relatively unaware of reading as a search for meaning or of strategies necessary for proficiency. (A copy of the attitude and awareness inventory is appended). (FL)

ED 252 816

CS 007 866

Bosling, Lewis Burgess, Linda Bost

Television Viewing: Its Relationship to Reading Achievement of Third Grade Students.

Pub Date—[84]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Grade 3, Literature Reviews, Primary Education, Programing (Broadcast), \*Reading Achievement, Reading Attitudes, Reading Habits, \*Reading Research, Reading Skills, Student Attitudes, Student Behavior, Student Characteristics, \*Television Research, Television Surveys, \*Television Viewing

A review of the literature that examines the relationship between television and reading achievement reveals, in general, a negative correlation between television viewing and the acquisition of reading skills. These studies, however, have been somewhat limited in both number and methodology. To further clarify the picture, a study was conducted to compare the individual television viewing habits of students with their reading achievement levels. Subjects were 104 third grade students from a small rural community. Scores on the California Test of Basic Skills were used to determine the students' grade equivalents for reading comprehension and total reading, and parents were asked to complete a 14-response questionnaire about children's viewing habits. When the results from these two instruments were correlated, the data concluded that low reading scores are indicative of students who view excessive amounts of television, although a cause and effect relationship remains unproven. The findings suggest that steps should be taken to make parents and teachers more aware of the impact of television on children's reading skills. (An appendix contains survey materials.) (RBW)

ED 252 817

CS 007 882

Bower, Douglas

Performance of Rural Morenci, Michigan Fourth

Grade Children from Low-Income Families on the Michigan Educational Assessment Program (MEAP) Test from 1980-1984 Compared to School and State Wide Averages.

Pub Date—[83]

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Comparative Analysis, Elementary Education, Grade 4, Intermediate Grades, Mathematics Achievement, \*Poverty, \*Reading Achievement, \*Reading Instruction, \*Reading Research, \*Rural Youth, \*Socioeconomic Status

A study examined whether students coming from low income families perform less well on achievement tests than do students in general. Michigan Educational Assessment Program (MEAP) test scores of fourth grade students coming from low income, rural Michigan homes were compared to overall schoolwide and statewide average scores for the period 1980-84. Scores for 354 students, 104 classified as low income, were analyzed. Results indicated that, with the exception of 1980, math and reading scores for the low income students were lower than for those of the overall student population. The findings also revealed a trend toward declining performance of low income students over the years studied. (FL)

ED 252 818

CS 007 888

Tierney, Robert J. And Others

The Metcalf Project: A Teacher-Researcher Collaboration in Developing Reading and Writing Instructional Problem-Solving. Reading Education Report No. 56.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 85

Contract—400-81-0030

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cooperative Programs, Educational Change, Educational Cooperation, Elementary Education, \*Participative Decision Making, Reading Instruction, \*Reading Research, Research Design, \*Research Projects, \*Teacher Participation, Writing Instruction

Identifiers—Reading Writing Relationship, \*Teacher Researchers, \*Theory Practice Relationship

To establish collaboration between theory and practice, between teaching and learning, and between researchers and teachers, a three-year project was initiated at Metcalf Laboratory School. Teachers were invited to explore reading comprehension and composition in their classrooms in a manner that supported unique teacher decision making and initiatives. Researchers helped teachers observe what they were doing, consider alternatives, and examine the potential of changes in practice. During the first year, researchers and teachers studied one of three topics: background knowledge, reading and writing relationships, and the role of discussion in reading instruction. In addition, teachers generated the equivalent of 15 mini-research projects ranging from the effects of different modes of discussion upon pupil involvement and the quality of their arguments to the effects of visualization experiences upon the reading of selected students in a low reading group. During the second year, each teacher chose to explore a single topic area in depth over the course of the year. The goal of the third year was to engage the teacher researchers in helping other teachers become teacher researchers. Based upon this experience, it is hoped the project can serve as a useful model for nurturing teacher change as well as translating reading and writing research into practice (and practice back into research). (HOD)

ED 252 819

CS 007 889

Botel, Morton Seaver, JoAnn T.

Phonics Revisited: Toward an Integrated Methodology.

Pub Date—Nov 84

Note—18p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (17th, Hershey, PA, November 11-14, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Reading, Elementary Education, \*Integrated Activities, \*Phoneme Grapheme Correspondence, \*Phonics, \*Reading Instruction, Sentence Structure, Spelling, Teaching Methods, \*Writing Instruction

Identifiers—\*Whole Language Approach

In the context of whole language learning, the teaching of phonics can be approached in two different ways. In one situation, the teacher engages children in composing with a purpose and for an audience, during which time the children become aware of graphophonic relationships through their need to spell words. In the other situation, the teacher engages the children in choral reading and language play that proceeds from a carefully chosen or constructed folk rhyme to sentence investigation, to phonic investigation, and, finally, to mastery of the CVC (consonant, vowel, consonant) syllable pattern in single and multisyllabic words. In both situations, the teacher teaches the complex tasks of writing and reading by first engaging children in the task itself and then having them experience differentiating language into its component parts. In the writing task, the differentiation proceeds from the child writing purposefully for an audience to becoming more aware of the graphophonic system through solving the problem of how to spell correctly. In the reading task, the differentiation proceeds from the teacher presenting a chant or folk rhyme chosen or constructed because of its inclusion of words that provide repetition of certain graphophonic patterns. In either situation, the instruction integrates that which is usually taught separately—phonics, spelling, and the study of sentences. This integrated approach is an example of whole language learning and it allows more time to be devoted to purposeful reading, writing, and dialoguing in all subject areas. (HOD)

ED 252 820

CS 007 890

Kline, Lloyd W.

Learning to Read, Teaching to Read.

Report No.—ISBN-0-931733-00-6

Pub Date—85

Note—98p.

Available from—LWK Enterprises, Post Office Box 1127, Newark, DE 19715 (\$6.95 per copy, prepaid, includes shipping; discounts available for orders of five or more copies; for foreign orders add 25%.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior Patterns, Individual Development, Influences, Language Acquisition, Language Processing, \*Reading Ability, \*Reading Attitudes, \*Reading Habits, \*Reading Instruction, \*Reading Processes

Intended for those who want to know more about reading and how it is taught, but who will themselves probably not specialize in the teaching of reading, this book addresses such questions as (1) Why read? (2) What motivation does one have for reading? and (3) What does reading provide as a means of communication that cannot just as easily be provided by other means? The book's content is divided into six sections, with the first section—on motivation—reviewing the basic concept of language as a facet of human behavior. The second section—on concepts—treats the ability to read as a natural progression in the development of the individual human being, and further defines reading as one of the most valuable of social tools. The third section—on techniques—outlines basic approaches to the teaching of reading in most schools, while the fourth section—dealing with factors—reviews some of the many psychological, physiological, and linguistic processes and capabilities that are believed to play important roles in reading ability. The fifth section provides a historical perspective on what reading is and does, as well as what it is not and what it does not do. Finally, the sixth section examines those factors that influence reading attitudes. The book also includes a glossary of reading jargon and a list of two dozen sources, complete with names and addresses. (HOD)

ED 252 821

CS 007 891

Fry, Edward

Spectograms: A Search for the Physical Evidence between Written and Spoken Language.

Pub Date—Dec 84

Note—7p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, December 6-8, 1984).

Pub Type—Opinion Papers (120) — Speeches/



## Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—\*Oral Language, \*Phonemes, Reading Instruction, \*Sound Spectrographs, \*Visible Speech, \*Written Language

## Identifiers—Words

Spectrographic analysis of speech calls into question two common assumptions of reading teachers: (1) that words are independent units of speech, and (2) that phonemes, the minimal speech sounds needed to change meaning, actually exist. Spectrographs reproduce the physical sounds made in speech without any human or psychological interpretation. When a short sentence is spoken into the machine, it shows clearly that words are not physically separated. Similarly, phonemes do not show up on the spectrograph as independent units. This paper does not argue that "words" and "phonemes" do not exist; rather, it argues that they do not exist in a pure or unambiguous state in physical reality. Teachers need to be aware of this lack of physical separation for spoken words and phonemes, and of the fact that the separation occurs in the receiver's mind, not in the physical sound. This phenomenon may well explain some of the difficulties encountered in teaching reading to young children, adults, and second language students. (RBW)

ED 252 822

CS 007 892

Goldsmith, E.

Fostering Fluent Readers and Writers.

Pub Date—[81]

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, Elementary Secondary Education, Epistemology, Higher Education, \*Language Processing, \*Learning Processes, Psycholinguistics, Reading Instruction, \*Reading Processes, \*Skill Development, Teaching Methods, Writing Instruction, \*Writing Processes

## Identifiers—\*Reading Writing Relationship

In recent characterizations of reading and writing, the distinctions melt into each other so that one definition serves for both: both are the creation of meaning. In the act of creating meaning, readers become writers and writers become readers. While reading is primarily receptive and writing is primarily productive, fluency in reading is very much a product of productive abilities, and fluency in writing is very much a product of receptive abilities. Studies by cognitive psychologists and psycholinguists show the effect of predisposition and context on interpretation, and demonstrate that the integration of ideas takes place during reading: memory is not a matter of straight information retrieval, but instead depends on constructive processes that occur during reading. The differences between speech and writing suggest the need for writers to assume a receptive stance. Reading one's own text as if a stranger is a way to determine whether a context and the nonverbal information contained in gesture and intonation have been conveyed. Probably good readers and writers move back and forth between these two aspects unconsciously. Less fluent readers and writers need experiences that will demonstrate the underpinnings of reading and writing. Approaches that force a reader to move into the writer's territory and the writer into the reader's territory are a first step. Giving readers incomplete texts and asking them to predict the content and structure of what is missing, or presenting writers with their own work in modified cloze format are two suggestions for helping students experience the productive and receptive qualities of both reading and writing. (HTH)

ED 252 823

CS 007 893

Guiknecht, Bruce

Goal: Excellence in Preparation for Teaching Reading.

Pub Date—20 Oct 84

Note—8p.; Paper presented at the Annual Meeting of the Florida Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational Improvement, Educational Needs, Educational Objectives, \*Educational Quality, Elementary Secondary Education, Program Content, \*Program Improvement, \*Reading Instruction, \*Reading Teachers, \*Teacher Education Programs, \*Teacher Effectiveness

If lack of excellence in the public schools is a

problem, it does not follow naturally that teachers and their preparation are the only elements in society at fault. However, it may be that teachers and teacher preparation have not kept pace with societal changes and expectations. To most students it appears that the purpose of education is to enable them to score well on standardized tests. And, teachers, school administrators, school boards, parents, and state legislators seem to believe the myth that good test scores and educational quality are synonymous. In the area of reading instruction, the only real goal should be to help students understand or comprehend the message of the writer. The reading teacher must be more than a skill-driver; he or she must develop a working knowledge of the major theoretical bases on which sound reading instruction can be built. Therefore, a quality teacher education program in reading should include such attributes as established entrance criteria, performance-based curricula, early and frequent field experiences, computation and communication skills measurement, the requirement of an academic major for secondary education majors, and clinical experience supervised by college faculty with classroom teaching experience using an established teaching performance measurement system. Programs that do not measure up to these criteria need modification leading to improved quality. The only result of such activity can be excellence in preparation for teaching reading. (HOD)

ED 252 824

CS 007 894

Tompkins, John F.

Reading/Mathematics Lab Program, Chapter II, E.C.L.A., 1983-84, Report of Evaluation.

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—27 Sep 84

Note—33p.; For a related document, see ED 236 228.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Mathematics Instruction, Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, \*Reading Centers, Reading Improvement, \*Remedial Mathematics, \*Remedial Reading

Identifiers—Education Consolidation Improvement Act Chapter 2, Iowa (Des Moines), Mathematics Laboratories

The 1983-84 Chapter II Reading and Mathematics Lab Program of the Des Moines (Iowa) Independent Community School District is evaluated in this report. The first section describes the program. Topics covered include the history of the program, the educational activities carried out under its aegis, how instruction was organized, theories utilized in the program, inservice activities, and parent contact and participation. Section two deals with the program's budget and expenditures. The results of the evaluation are presented in section three, with separate discussions of the extent to which the performance and process objectives of the reading lab program and the mathematics lab program were achieved. Section four contains comments on the evaluation, while section five advances recommendations for improving the program. (RBW)

ED 252 825

CS 007 895

Wood, Janice

School Based Homework Assistance Program.

Pub Date—Oct 84

Note—8p.; Paper presented at the Annual Meeting of the Florida Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Students, Cooperation, Elementary Secondary Education, \*Homework, \*Language Arts, Mathematics Instruction, Program Descriptions, \*School Community Relationship, \*Student Needs

Identifiers—Florida (Duval County), \*Homework Assistance Programs, University of North Florida Resulting from a joint venture between the University of North Florida and the Duval County Public School System, homework assistance programs are available to students in the large urban public school system of Jacksonville. The homework assistance programs are committed to providing a free source of immediate aid to students and parents who encounter problems completing homework assignments. A help-with-homework telephone hotline was first installed in the county professional

library. Teachers are trained to assist the callers in finding the solution on their own. Each hotline team includes two elementary school teachers and one teacher certified in secondary language arts and one in secondary math. The hotline operates three hours per night, four evenings per week. The success of the hotline precipitated the Homework Assistance Program three months later. This program also provides teacher assistance, using school media centers as resource centers after regular school hours. The teacher teams in the resource centers also consist of math and language arts teachers. These assistance centers operate two hours a day, two days a week. Participation in both programs has shown that students and parents desire such academic assistance, but a vital component of the success of these programs has been the cooperation between the university and the public school system, a model that has received national attention. (HTH)

ED 252 826

CS 007 896

Gerhard, Christian

Reading and Technology: Tangibles and Intangibles.

Pub Date—Jul 84

Note—34p.; Paper presented at the Annual Conference of the United Kingdom Reading Association (21st, Dundee, Scotland, July 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Processes, Communication (Thought Transfer), \*Computer Assisted Instruction, Economic Development, \*Educational Needs, Literacy, Political Power, \*Reading Instruction, \*Reading Processes, \*Social Change, \*Technological Advancement, Visual Stimuli

Several aspects of the relationship between reading and technology are presented that have special relevance to those individuals who feel responsible for aspects of contemporary education. Five main points are covered: (1) technological innovations as they affect reading are essentially extensions of the sensory and kinesthetic abilities of human beings; (2) reading during any historic period reflects a society's goals and values and therefore a particular use of language; (3) formal education is an important part of the political and economic structure of a society, giving access to power, and affected by technological change—the teaching of reading is at the heart of any formal education; (4) those who teach reading need a broad general education in order to understand the goals and values of their society, the technological changes that are taking place leading to changes in ways of thinking, the role of language in the larger culture and its subcultures, and the previous experience to which students have been exposed; and (5) teachers have a different set of experiences from their students (largely because of technological changes taking place from one generation to the next), yet teachers need to be flexible enough to understand their students' needs, aspirations, and world views. (DRB)

ED 252 827

CS 007 897

Lesnick, Henry

Avoiding Failure: A Developmental Language Program for Students with Dyslexia-Related Behavior.

Pub Date—Nov 84

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Learning, Definitions, \*Developmental Programs, \*Dyslexia, Educational Needs, Federal Legislation, Higher Education, Language Handicaps, \*Literacy, \*Reading Difficulties, \*Remedial Reading

There are several factors that account for the absence of college programs that adequately address students with dyslexia-related behavior, but probably none is more significant than the governmental definition regarding the condition itself. The federal law that provides for the special instruction of dyslexic students explicitly excludes those whose conditions are primarily the result of environmental, cultural, or economic disadvantage. While it has been demonstrated that a minority of these disorders are indeed associated with intrinsic causes such as reversed cerebral asymmetry and other conditions that may be genetically influenced, it is also clear that much of the behavior presently indistinguish-

able from that of the so-called intrinsic disorders is determined by no demonstrable intrinsic causes and is shaped by extrinsic factors such as inadequate developmental and educational experience. Nothing presently justifies viewing the law's exclusionary provision as actually explaining the causes of this condition, nor should it dictate the educational policy toward it. The characteristic language problems of dyslexic adults are poor decoding and encoding ability. They must be taught basic phonics and word attack skills that were never mastered and that are prerequisites for them to achieve higher levels of literacy. Through a proper program of identification and appropriate instruction, these students can achieve a degree of literacy that would otherwise elude them. (HOD)

**ED 252 828** CS 007 898

Adams, Marilyn Jager Huggins, A. W. F.

**The Growth of Children's Sight Vocabulary: A Quick Test with Educational and Theoretical Implications.** Technical Report No. 330. Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC. Report No.—BBN-5615

Pub Date—Jan 85

Contract—400-81-0030; N01-HD-7-2836

Note—63p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Age Differences, Comparative Analysis, \*Context Clues, Elementary Education, \*Reading Ability, \*Reading Research, Reading Skills, \*Sight Vocabulary, Vocabulary Development, \*Word Recognition, \*Word Study Skills

As part of a larger effort to develop a test battery for diagnosing difficulties with various word recognition subskills among mainstreamed students in grades 2 through 5, four experiments were conducted to compare the abilities of good and poor readers to read a frequency-graded series of irregularly spelled words first in isolation and then in meaningful context. In the first two experiments, 106 children in an urban public school were asked to read aloud a list of words of graduated frequency and irregular spelling-to-sound correspondences, and also to read aloud 50 sentences, each containing a test word. Results showed that word recognition was significantly aided by the presence of meaningful context for both poor and good readers. The data also indicated that context assisted recognition most for words of intermediate familiarity, that words of greater familiarity were reliably recognized without context, and that words of lesser familiarity were not recognized even with context. The third and fourth experiments replicated the tasks with children from a suburban school district. Results, while quantitatively superior, were qualitatively similar to those obtained in the first two experiments. (The complete tests are included.) (HOD)

**ED 252 829** CS 007 899

Hoekje, Barbara

**Coping with Newspaper Syntax: Reading Strategies for L1 and L2 Learners.**

Pub Date—Mar 83

Note—25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Toronto, Canada, March 15-20, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, English (Second Language), Higher Education, \*Newspapers, \*Readability, Reading Habits, \*Reading Research, \*Reading Strategies, \*Second Language Learning, \*Sentence Structure, Syntax

Both sentence length and sentence complexity of various kinds of newspaper prose were examined in a study to determine (1) ways newspaper prose differs from the prose of books native English speaking students chose to read and enjoy reading and (2) whether there are features of newspaper prose other than vocabulary and a lack of international news keeping advanced second language students from reading the news. A random sample of 100 sentences each was taken from two major Philadelphia newspapers, along with a sample of 100 sentences each from two of the major international wire services. In addition, a random sample of 25 sentences

each was taken from a sample of 8 books chosen by community college students. These sentences were then compared for sentence length and syntactic constructions, first to identify the differences between them, and second to formulate reading strategies to cope with the special problems presented by the newspaper prose. The analysis revealed that newspaper syntax differed from the book prose in the number rather than the kind of construction, with each construction appearing more frequently in the newspaper prose. Taken as a group, however, the constructions resulted in systematically different sentences. (The paper includes a listing of reading strategies for reading the newspaper. The appendixes list the sample methodology and the book prose samples.) (HOD)

**ED 252 830** CS 007 900

Tompkins, John F.

**Chapter I Reading Program, 1983-84. Report of Evaluation.**

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—5 Oct 84

Note—55p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrator, Responsibility, Elementary Secondary Education, \*Federal Programs, Parent School Relationship, Parent Teacher Cooperation, Program Evaluation, Reading Comprehension, Reading Diagnosis, Reading Improvement, Reading Instruction, \*Reading Programs, \*Remedial Reading, Student Evaluation, Teaching Methods

Identifiers—\*Education Consolidation Improvement Act Chapter 1, Iowa (Des Moines)

The 1983-84 Chapter I Reading Program of the Des Moines (Iowa) Independent Community School District is evaluated in this report. The first section of the report describes the project's operation, and specifically discusses the criteria used for selecting students' instructional methods and activities, how instruction was organized, parent contact and participation, and support programs and services. The second section deals with the program's budget and expenditures, and the results of the evaluation are presented in the third section, which examines each of the four objectives being monitored—administration, student performance, instruction, and family performance. The fourth section contains comments on the evaluation, while section five advances recommendations for improving the program. Appendixes contain detailed financial records and copies of test materials. (RBW)

**ED 252 831** CS 007 901

Burke, Candace Regan Marshak, David

**hm Study Skills Program, Level I. Teacher's Guide.**

National Association of Elementary School Principals, Arlington, VA.; National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-111-0

Pub Date—80

Note—66p.; Developed by the Study Skills Group. For the student text, level I, see CS 007 902; For other related documents, see CS 007 903-906.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$3.50, plus shipping).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Dictionaries, Elementary Education, Listening Skills, Middle Schools, \*Notetaking, Problem Solving, \*Reading Comprehension, \*Study Habits, \*Study Skills, Teaching Guides, \*Vocabulary Development

Designed to help the teacher introduce study skills to students in the fifth, sixth, and seventh grades, this teacher's guide describes a series of 14 activity-oriented units, most of which require one period of class time. The units in the guide focus on such topics as (1) learning to listen, (2) tuning into directions, (3) putting ideas together, (4) getting the timing down, (5) understanding the sequence of events, (6) improving vocabulary, (7) using a dictionary, (8) building sentences, (9) reading for meaning, (10) taking notes (mapping and outlining), (11) listening and taking notes, (12) putting a book together, (13) solving problems, and (14) studying and test taking. In addition, the guide offers a comprehensive overview of study skills, directions for the classroom use of the student text, and practical suggestions for further study skills instruction. (HOD)

**ED 252 832** CS 007 902

Burke, Candace Regan Marshak, David

**hm Study Skills Program, Level I. Student Text.**

National Association of Elementary School Principals, Arlington, VA.; National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-110-2

Pub Date—80

Note—105p.; Developed by the Study Skills Group. For the teacher's guide, level I, see CS 007 901; For other related documents, see CS 007 903-906.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$4.50, plus shipping).

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Dictionaries, Elementary Education, Listening Skills, Middle Schools, \*Notetaking, Problem Solving, Program Content, \*Reading Comprehension, \*Study Habits, \*Study Skills, \*Vocabulary Development

The 14 activity-oriented units described in this study skills guide for students in the fifth, sixth, and seventh grades are designed to assist in the development of necessary study skills at most levels of competence and to reinforce already existing skills. The units in the guide also attempt to incorporate as much student activity as possible, including individual, small group, and whole class exercises, and focus on the following topics: (1) learning to listen, (2) tuning into directions, (3) putting ideas together, (4) getting the timing down, (5) understanding the sequence of events, (6) improving vocabulary, (7) using a dictionary, (8) building sentences, (9) reading for meaning, (10) taking notes (mapping and outlining), (11) listening and taking notes, (12) putting a book together, (13) solving problems, and (14) studying and test taking. (HOD)

**ED 252 833** CS 007 903

Marshak, David

**hm Study Skills Program, Level II. Teacher's Guide.**

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-100-5

Pub Date—79

Note—47p.; Developed by the Study Skills Group. For the student text, level II, see CS 007 904; For other related documents, see CS 007 901-906.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$3.50, plus shipping).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Listening Skills, \*Notetaking, \*Paragraph Composition, Reading Comprehension, Recall (Psychology), Secondary Education, \*Study Habits, \*Study Skills, Teaching Guides, \*Test Wiseness, \*Vocabulary Development

Designed to provide an introduction to study skills for students in the eighth, ninth, and tenth grades, this teacher's guide provides a series of 12 activity-oriented units, most of which require one period of class time. The units in the guide cover the following topics: (1) learning to listen, (2) vocabulary (getting meaning from context), (3) notetaking methods, (4) listening and taking notes, (5) a way to read textbooks, (6) vocabulary (literal and figurative meanings), (7) how one studies, (8) improving memory, (9) preparing for and taking tests—objective questions, (10) organizing the paragraph, (11) organizing the paragraph (continued) and answering essay questions, and (12) using one's time. In addition, the guide provides a comprehensive overview of study skills, directions for the classroom use of the student text, and practical suggestions for further study skills instruction. (HOD)

**ED 252 834** CS 007 904

Marshak, David

**hm Study Skills Program, Level II. Student Text.**

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-099-8

Pub Date—79

Note—100p.; Developed by the Study Skills Group. For the teacher's guide, level II, see CS 007 903. For other related documents, see CS 007 901-906.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$4.50, plus shipping).

Pub Type—Guides—Classroom—Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Listening Skills, \*Notetaking, \*Paragraph Composition, Reading Comprehension, Recall (Psychology), Secondary Education, \*Study Habits, \*Study Skills, \*Test Wiseness, \*Vocabulary Development

The 12 activity-oriented units described in this study skills guide for students in the eighth, ninth, and tenth grades are designed to assist in the development of necessary study skills at most levels of competence and to reinforce already existing skills. The units in the guide also attempt to incorporate as much student activity as possible, and focus on such topics as (1) learning to listen, (2) vocabulary (getting meaning from context), (3) notetaking methods, (4) listening and taking notes, (5) a way to read textbooks, (6) vocabulary (literal and figurative meanings), (7) how one studies, (8) improving memory, (9) preparing for and taking tests—objective questions, (10) organizing the paragraph, (11) organizing the paragraph (continued) and answering essay questions, and (12) using one's time. (HOD)

**ED 252 835** CS 007 905

Fitzpatrick, Elaine M.

han College Study Skills Program, Level III.

Instructor's Guide.

American Council on Education, Washington,

D.C.; National Association of Secondary School

Principals, Reston, Va.

Report No.—ISBN-0-88210-139-0

Pub Date—82

Note—81p.; Developed by the Study Skills Group.

For the student text, level III, see CS 007 906; For

other related documents, see CS 007 901-904.

Available from—National Association of Secondary

School Principals, 1904 Association Drive,

Reston, VA 22091 (\$3.50, plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available**

**from EDRS.**

Descriptors—Higher Education, High Schools,

Learning Strategies, Memory, \*Notetaking,

\*Reading Comprehension, Reading Strategies,

Recall (Psychology), \*Study Habits, \*Study

Skills, Teaching Guides, \*Test Wiseness, Vocabulary

Development

Designed to introduce the study skills needed for

college work for students in grades 11 through 13,

this teacher's guide provides a series of 12 activity-

oriented units, most of which require from 70 to

100 minutes of instructional time. The guide is

designed to address a wide range of student needs,

allow for the participation of students with a

diversity of skills, and promote learning on various

levels of competence. The units in the guide cover

the following topics: (1) listening is tuning in, (2) taking

notes as a college survival skill, (3) learning to

survey, (4) thinking about new words, (5) asking

useful questions, (6) learning from reading, (7) taking

charge of one's learning, (8) understanding and

improving memory, (9) reading flexibly, (10) gaining

from discussions, (11) learning from visuals, and

(12) preparing for and taking exams. In addition,

the guide suggests directions for teaching each unit,

and provides a summary discussion at the end of each

unit. (HOD)

**ED 252 836** CS 007 906

Fitzpatrick, Elaine M.

han College Study Skills Program, Level III.

Student Text.

American Council on Education, Washington,

D.C.; National Association of Secondary School

Principals, Reston, Va.

Report No.—ISBN-0-88210-138-2

Pub Date—82

Note—129p.; Developed by the Study Skills Group.

For the instructor's guide, level III, see CS 007

905. For other related documents, see CS 007

901-904.

Available from—National Association of Secondary

School Principals, 1904 Association Drive,

Reston, VA 22091 (\$4.50, plus shipping).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available**

**from EDRS.**

Descriptors—Higher Education, High Schools, In-

dependent Study, Learning Strategies, Memory,

\*Notetaking, \*Reading Comprehension, Reading

Strategies, Recall (Psychology), \*Study Habits,

\*Study Skills, \*Test Wiseness, \*Vocabulary De-

velopment

The 12 activity-oriented units described in this

study skills guide are designed to help students in

grades 11 through 13 become more skillful at learning on their own. The guide addresses a wide range of student needs, allows for the participation of students with a diversity of skills, and promotes learning on various levels of competence. The units in the guide cover the following topics: (1) listening, (2) taking notes as a college survival skill, (3) learning to survey, (4) thinking about new words, (5) asking useful questions, (6) learning from reading, (7) taking charge of one's learning, (8) understanding and improving memory, (9) reading flexibly, (10) gaining from discussions, (11) learning from visuals, and (12) preparing for and taking exams. Each unit in the guide also includes a brief section entitled "Learning Study Skills on Your Own." In addition, the guide gives an introduction to a skill or concept and directions through which to pursue it. (HOD)

**ED 252 837** CS 007 907

Leigh, Robert K. And Others

Ten Project Areas to Stimulate an Interest in

Reading.

Pub Date—May 84

Note—25p.; Paper presented at the Annual Meeting

of the International Reading Association

(29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Programs, Elementary

Secondary Education, Models, \*Motivation

Techniques, Program Descriptions, Reading Atti-

tudes, Reading Habits, \*Reading Interests,

\*Reading Programs, \*Student Motivation

Identifiers—International Reading Association

The result of an International Reading Association

committee organized to identify successful

community programs that stimulate an interest in

reading, this paper identifies and describes 10 se-

lected program areas that might be used as models

for other communities. Following a brief description

of the project and the submission criteria, the 10

program areas are listed as follows: (1) reading

olympics, (2) parent brochures, (3) media uses, (4)

parents as partners, (5) information from books, (6)

reading and writing, (7) reacting to books, (8) adult

models, (9) reading displays, and (10) book talks.

Each description includes a contact person, the

name of the community program, and materials. The

paper also includes the program name and contact

person of 110 additional projects judged to be effective

in stimulating focus on reading and a love of

literacy. (HTH)

**ED 252 838** CS 007 908

Leigh, Robert K. Leigh, Louise M.

\*To Be or Not to Be—A Good Reader? (Ways to

Help Poor Readers Understand Literature).

Pub Date—[83]

Note—10p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Audiovisual Aids, \*Biographies,

\*Class Activities, \*English Instruction, \*Litera-

ture Appreciation, \*Novels, Reading Difficulties,

Reading Instruction, Reading Interests, Role

Playing, Secondary Education, \*Student Motiva-

tion, Teaching Methods

A willingness by the teacher to experiment with

innovative instructional strategies and aids is a

prerequisite to success for students in a reading situation

in which the reading material is not properly

matched to the student's reading competence. Using

recordings done by professionals is one such

technique. Another device is the tape recorder, used

to record group responses, role playing activities,

panel discussions, or individual reports. Another effective

instructional strategy involves the selection

of five students in the class who are assigned a different

story to read at home and to present in a

five-minute oral summary to the class on the following

day. To promote increased interest and understanding

of biographical material, the teacher can

ask students to play the role of a person being interviewed

on a talk show. An optional instructional

strategy for using biographical material is the use of

the television format in "To Tell the Truth." Using

the panel format, three students can be given the

same biography to study carefully and attempt to

play the part of its subject. The teacher, acting as the

master of ceremonies, can then draw out the participants

so that they reveal the facts found in the biography.

Through such experiences, students can find

reading a joy instead of a pain. (HOD)

**ED 252 839** CS 007 909

Cerano, Maria A. Stabile, Celia

A Comparative Study of Journals for Teachers of Reading and Their Contributions to Comprehension Instruction Methodology.

Pub Date—30 Nov 84

Note—21p.; Paper presented at the Fall Conference

of the Rhode Island State Council of the International

Reading Association (Newport, RI, November 30, 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, \*Content

Analysis, Elementary Secondary Education,

\*Reading Comprehension, \*Reading Instruction,

\*Reading Research, \*Scholarly Journals, Teaching

Methods

Identifiers—Journal of Reading, Reading Improvement

(Journal), Reading Teacher (Journal), Reading

World (Journal)

A study analyzed and compared the content of

four reading journals to determine the extent to

which articles concretely described strategies for

teaching comprehension or for following up on

comprehension instruction. A total of 654 articles

from 1973 and 1983 were content analyzed for eight

categories of comprehension instruction and three

categories of comprehension follow-up. The results

indicated the publication of a substantially larger

number of articles dealing with comprehension in-

struction and follow-up in the 1983 issues of "The

Reading Teacher," "Journal of Reading," and

"Reading World," compared with the 1973 issues.

"Reading Improvement" displayed a marked de-

crease in the percentage of articles on comprehension

and follow-up. The findings suggest a need for

teaching strategies that foster such influences as

syntax and passage structure and monitoring on text

comprehension, as well as for manuscripts describing

strategies reflecting these components. (HTH)

**ED 252 840** CS 007 910

Charry, Myrna Morton, Elaine

Theoretical Foundation and Practical Application

of a Schematic Approach to College Learning.

Pub Date—Nov 84

Note—9p.; Paper presented at the Annual Conference

of the New York State Reading Association

(18th, Kiamesha Lake, NY, November 6-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classification, \*Cognitive Processes,

\*Concept Formation, Higher Education, \*Learn-

ing Strategies, Reading Strategies, \*Schemata

(Cognition), Speech Instruction, Speech Skills,

Writing Instruction, Writing Skills

To help students organize and integrate new in-

formation with past knowledge, college reading teachers

can offer students cognitive schemata that sort

information into general and specific concepts.

Without this ability, students will be unable to

comprehend, analyze, synthesize, interpret, or transfer

information. In addition, they will be unable to

structure ideas hierarchically or process information

for effective retrieval. Composition teachers also

find that the students' ability to distinguish between

general and specific ideas is important. In writing

classes, students must differentiate between opinions

and facts, and they often have the more complex

task of selecting appropriate facts, eliminating

irrelevant details, relating ideas, and sequencing

them in a logical order. If students are unable to

perceive how their ideas are related, they cannot

structure them in an organized manner. The ability

to discriminate between general and specific ideas is

also essential to students who deliver speeches or

who participate in debates. If cogent facts are not

presented, the speech is ineffective. Studies show

that the ability to remember information is also re-

lated to the ability to grasp how ideas are connected.

Students who remember best are those who can recall

the structure of ideas. Thus, the ability to distinguish

between general and specific concepts is

fundamental to clear thinking, and its importance

cannot be overemphasized. (HOD)

**ED 252 841** CS 007 911

Crismore, Avon

The Roles of Interpretive Communities for Reading

and Writing at Atkinson Academy.

Pub Date—83

Note—18p.; Paper presented at the Annual Meeting

of the National Reading Conference (33rd,

Austin, TX, November 29-December 3, 1983).



Pub Type—Reports - Research (143)—Speeches/-  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Classroom Observation  
Techniques, Elementary Education, \*Interaction,  
Interpersonal Relationship, \*Peer Influence,  
\*Reading Comprehension, \*Reading Research,  
\*Writing Instruction

Identifiers—\*Interpretive Communities, \*Reader  
Text Relationship, Reading Writing Relationship  
Meaning does not reside in the text or the reader  
but results from interactions between text, reader,  
and the interpretive communities that the readers  
belong to or that influence them. These interpretive  
communities are those communities or authorities  
that influence the reader/writer in interpreting  
texts, with resulting ideational, interpersonal, and  
personal effects. The interpretive communities  
serve seven functions: (1) selecting (topic, book,  
project for performance); (2) gathering additional  
information/collaborating; (3) integrating reading,  
writing, illustrating, and performing; (4) analyzing  
readership/authorship; (5) interpreting (getting/  
giving meaning); (6) taking a stance/perspective;  
and (7) evaluating/questioning (self-others). For a  
child, the interpretive communities consist of the  
intrapersonal, or the child's relationship between  
the self as reader and the self as writer as authorities  
and influences during interpretation. It also consists  
of the interpersonal, or the child's relationship with  
teachers, peers, family, and others as authorities and  
influences. The reading and writing logs and think-  
sheets of one little girl, Jill, at Atkinson Academy  
(New Hampshire) reveal several important roles  
that interpretive communities play. For Jill, a posi-  
tive attitude toward herself as an author depended  
on her stories making sense and being considered  
great by her interpretive communities. Peer inter-  
pretive communities seem to play a much stronger  
role for writing than for reading in most areas, espe-  
cially for interpreting texts. (HOD)

ED 252 842 CS 007 918

Marshall, James D.

The Effects of Writing on Students' Understanding  
of Literary Texts.

Pub Date—Nov 84

Note—24p. Paper presented at the Annual Meet-  
ing of the National Council of Teachers of English  
(74th, Detroit, MI, November 16-21, 1984). Docu-  
ment may not reproduce well.

Pub Type—Reports - Research (143)—Speeches/-  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, English Instruction,  
Grade 11, \*Literature Appreciation, Posttests  
Posttests, \*Reader Response, Secondary Educa-  
tion, Teaching Methods, \*Writing (Composition),  
Writing Evaluation, Writing Exercises, Writing  
Processes, \*Writing Research

Identifiers—Protocol Analysis, Reading Writing  
Relationship

A study investigated the role that writing plays in  
eleventh grade students' understanding of literary  
texts. Classroom observations, collected student  
writing, interviews with the teacher, and interviews  
with six case study students—two from each of three  
classes—provided a portrait of teaching methods,  
writing tasks, and student responses to each. Stu-  
dents read four short stories with no teacher-spon-  
sored discussion. No writing was done after the first  
story. For each of the remaining three, students  
completed one of three in-class writing tasks: (1)  
restricted writing, consisting of unelaborated de-  
scriptions, interpretations, and generalizations; (2)  
personal writing, in which students were to explain  
and elaborate upon their individual responses; and  
(3) formal writing, in which students were to inter-  
pret the story in an extended fashion, drawing infer-  
ences from the text alone. Case study students  
completed the same assignments, and their verbal  
composing protocols were recorded. Still without  
class discussion, posttests on each of the stories  
were administered three days after students had  
read them, and a final posttest was given at the end  
of the unit. The individual and final posttest results  
indicated that the positive effects of extended writ-  
ing versus restricted writing increased over time. At  
all three levels (generalization, description, and in-  
terpretation), when students wrote extensively  
about a story in either a personal or a formal mode,  
they scored better on the posttests than when they  
wrote in a restricted mode. (HTH)

ED 252 843 CS 007 926

Parker, Robert P., Ed. Davis, Frances A., Ed.

Developing Literacy: Young Children's Use of  
Language.

International Reading Association, Newark, Del.  
Report No.—ISBN-0-87207-531-1

Pub Date—83

Note—192p.

Available from—International Reading Associa-  
tion, 800 Barksdale Rd., PO Box 8139, Newark,  
DE 19714 (Book Number 531, \$7.00 member,  
\$10.00 nonmember).

Pub Type—Books (010)—Collected Works - Gen-  
eral (020)—Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Child Language, Cultural Influ-  
ences, Educational Research, \*Language Acquisi-  
tion, \*Language Processing, Listening Skills,  
\*Literacy, Reading Skills, Speech Skills, Teaching  
Methods, Theories, Writing Skills

Recognizing that language itself is not an isolated  
entity but part of a larger social, cultural, and cog-  
nitive context, the papers in this book investigate the  
relationships among all aspects of language—reading,  
writing, speaking, and listening. Literacy is dealt  
with as the development of language in young chil-  
dren. Issues related to this theme are explored from  
many different viewpoints—the researcher, the  
teacher, the psychologist, and the anthropologist  
—and studies from several countries are analyzed  
and synthesized to form theoretical constructs.  
Guiding principles, or models, based on these con-  
structs are presented that suggest ways in which  
older people can help young children become literate.  
The following papers are included: "Adult As-  
sistance to Language Development: Scaffolds,  
Models, and Direct Instruction" (C. B. Cazden);  
"Thinking and Experience: The Cognitive Base for  
Language Experience" (J. Athey); "Language De-  
velopment and Learning to Write: Theory and Re-  
search Findings" (R. P. Parker); "Children's Use  
of Language and Learning to Read" (J. Tough); "Be-  
ginning Reading Development: Strategies and Prin-  
ciples" (Y. M. Goodman); "Creating Minds,  
Crested Texts: Writing and Reading" (J. Birnbaum  
and J. Emig); "Writing: What For?" (N. Martin);  
"The Reading Transaction: What For?" (L. M.  
Rosenblatt); "Schooling and the Growth of the  
Mind" (R. P. Parker); "Developing Literacy: Ob-  
servation, Analysis, and Mediation in Schools" (F. A.  
Davis); and "Reading and Writing in the Real  
World: Explorations into the Culture of Literacy"  
(D. M. Smith). (HTH)

ED 252 844 CS 208 117

MacFarlane, Andrew, Ed.

Byline: The 1982 National Newspaper Awards.

Report No.—ISBN-0-458-96950-8

Pub Date—83

Note—204p.

Available from—Methuen Publications, 2330 Mid-  
land Ave., Agincourt, Ontario, Canada M1S 1P7  
(\$12.95).

Pub Type—Books (010)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—Authors, \*Awards, Foreign  
Countries, \*Journalism, \*Newspapers, News Re-  
porting, \*News Writing

Identifiers—Canada, Feature Stories, Photojournal-  
ism, Political Cartoons

Intended to make more accessible the writing of  
special merit by Canadian reporters and writers  
about subjects that were particularly important or  
interesting at the time, this book contains the ar-  
ticles that received the National Newspaper Awards.  
Following each story is an interview with the win-  
ning author. Also included are winning feature and  
news photographs and a winning cartoon. The  
awards are as follows: (1) enterprise reporting, "The  
Vancouver Sun"; (2) column, "Toronto Star"; (3)  
feature photography, "Ottawa Citizen"; (4) sports  
writing, "Montreal Gazette"; (5) editorial writing,  
"Montreal Gazette"; (6) cartooning, "Hamilton  
Spectator"; (7) critical writing, "Toronto Star"; (8)  
news photography, "Edmonton Sun"; (9) spot news  
reporting, "Southam News"; and (10) feature writ-  
ing, "Montreal Gazette." The book concludes with  
a cumulative index of National Newspaper Award  
winners. (HTH)

ED 252 845 CS 208 386

Jensen, Dwight Wm.

A Quantitative Profile of Gannett Newspapers.

Pub Date—Aug 84

Note—36p. Revised version of a paper presented at  
the Annual Meeting of the Association for Educa-  
tion in Journalism and Mass Communication

(67th, Gainesville, FL, August 5-8, 1984). Paper  
is also a condensed version of a master's thesis,  
Central Missouri State University.

Pub Type—Reports - Research (143)—Speeches/-  
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Comparative Analysis, \*Content  
Analysis, Journalism, Measurement Techniques,  
\*Media Research, \*Newspapers, \*News Report-  
ing, Profiles

Identifiers—\*Gannett Company, \*Newspaper  
Ownership

Measurements were taken from 8 randomly se-  
lected Gannett papers and from 23 non-Gannett  
papers in an effort to determine whether Gannett  
papers are unlike other kinds of papers. The content  
of every issue of every newspaper was divided and  
measured into eight categories: advertising, news,  
opinion, letters, sports, features, entertainment, and  
packaging. In addition, all news stories on the front  
pages and the split pages were categorized accord-  
ing to topic. In another effort to determine a news-  
paper's propensity to emphasize local or nonlocal  
material, a tally was made of all stories of current  
general news interest, including feature stories that  
appeared to be efforts to present current factual in-  
formation. Stories were identified as local and state,  
or national and international, or regional. From the  
findings it was concluded that Gannett papers tend  
to have characteristics that differ both from inde-  
pendently owned newspapers and from newspapers  
owned by other chains. There is support for the  
frequent claim by Gannett that it offers its papers  
local autonomy. There is also support for claims and  
research indicating that the Gannett Company is  
very profit-oriented. Findings also suggest that, in  
many respects, a Gannett paper resembles an inde-  
pendent paper more than it does a paper owned by  
another chain. (HOD)

ED 252 846 CS 208 659

English/Reading Instructional Course Outline for

Grade 6 in the Junior High School. Publication

No. SC-842.

Los Angeles Unified School District, Calif.

Pub Date—83

Note—74p.

Available from—Los Angeles Unified School Dis-  
trict, Instructional Publications Unit, Room  
G-390, 450 North Grand Ave., Los Angeles, CA  
90012 (\$2.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Course Content, Curriculum Devel-  
opment, Elementary Education, \*English Curricu-  
lum, \*English Instruction, Grade 6, \*Integrated  
Curriculum, Junior High Schools, \*Language  
Arts, Listening Skills, Literature Appreciation,  
Reading Skills, \*Skill Development, Speech  
Skills, Teacher Role, Writing Skills

Emphasizing that both process (the "how" of lan-  
guage arts and operations) and content (the "what"  
of curriculum) must be considered in the develop-  
ment of language arts programs, this guide provides  
an integrated English/reading core curriculum for  
sixth grade students in a culturally and economi-  
cally diverse urban school district. Various sections  
of the guide contain (1) a statement of philosophy;  
(2) a list of teacher responsibilities in implementing  
the curriculum; (3) lists of skills objectives for read-  
ing, listening, speaking, and writing; (4) instructions  
for using the skills objectives; (5) sample lesson  
plans; (6) the essential skills to be covered; (7)  
guidelines for the assignment of homework; (8)  
evaluation procedures; (9) suggestions for teaching  
test taking skills; (10) lists of the intellectual charac-  
teristics of sixth grade students; (11) tips for parents  
who want to help reinforce the skills; and (12) a list  
of resources needed. The section of the guide con-  
taining essential skills to be covered is divided into  
thematic units ranging from six to ten weeks in  
length, each focusing on a literary genre. (FL)

ED 252 847 CS 208 665

Olsen, C. N. And Others

Media and Stages of Social Conflict. Journalism

Monographs Number Ninety.

Association for Education in Journalism and Mass

Communication.

Pub Date—Nov 84

Note—39p.

Available from—Association for Education in Jour-  
nalism and Mass Communication, College of  
Journalism, University of South Carolina, Colum-  
bia, SC 29208 (\$5.00, single issue).



Pub Type—Information Analyses (070)—Reports  
- Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Activism, Audience Analysis, \*Conflict Resolution, Content Analysis, Journalism, Knowledge Level, Mass Media Effects, \*Media Research, \*Newspapers, Power Structure, \*Social Action, Social Differences, \*Television Viewing, \*Utilities

Identifiers—\*Media Role, Media Use

Noting that specific audience reaction to the media coverage of the various stages of an organized protest is seldom documented, this monograph analyzes the consequences of extensive media coverage during the crucial stages of a social protest against the construction of a high voltage powerline. In particular, the monograph considers two hypotheses: (1) as a conflict evolves from early to later stages, audience sources of information become more diversified, leading to changes in the relative use of newspapers, television, and personal sources by the audience, with television becoming more frequently used; and (2) as a conflict moves from coverage primarily by local and regional newspapers to coverage by metropolitan newspapers and television, the relationship between audience knowledge and use of newspapers will decline and the relationship between knowledge and use of television as a source will increase. The monograph discusses the evidence that supports the first hypothesis, describes how the second hypothesis receives partial support from the evidence, and concludes that the relationship between conflict intensity and communication flow is conditioned by the current phase of the controversy. (HOD)

ED 252 848 CS 208 671

Laurent, Cheryl L., Ed. Stetson, Elton G., Ed.  
**Training Teachers to Use Research-Based Strategies Improves Student Achievement in Spelling.**  
Education Service Center Region 5, Beaumont, Tex.

Pub Date—May 84

Note—96p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Educational Research, Elementary Secondary Education, \*Inservice Teacher Education, \*Mainstreaming, \*Research Utilization, Special Education, \*Spelling Instruction, Teacher Effectiveness, \*Teacher Improvement, Teacher Role, Teaching Methods

Identifiers—Elementary Secondary Education Act Title VI, \*Theory Practice Relationship

Prepared under provisions of a federal grant for preparing teachers of handicapped students in both regular and special education classrooms, the inservice project described in this report was intended to retrain both regular classroom and special education teachers in a Texas school district in the research-based strategies of spelling instruction. The six chapters of the report contain the following: (1) a description of the grant and its rationale; (2) a review of research supporting the need for teacher retraining, on both a national and a state level; (3) descriptions of two studies conducted in the school district to compare teachers' personal beliefs about spelling and their actual teaching practices and their beliefs about spelling and their personal spelling habits; (4) a description of the phase one training model, which involved a central office administrators' awareness session, a building-level administrators' planning session, training of experimental group teachers, training of the control teachers, and selection of experimental and control classes; (5) the results of a study that investigated the effectiveness of the training program; and (6) a description of the second phase training model, used with volunteer teachers throughout the school district. Extensive appendices contain copies of test instruments used in the study, tables of data, and materials used in the training program. (FL)

ED 252 849 CS 208 706

Rucker, Gary H.  
**Regular Writing Practice—Strategies for Implementation and Evaluation.**

Pub Date—[77]

Note—16p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, Language Arts, Program Content, Program Descriptions, \*Teaching Methods

ods, \*Writing Evaluation, Writing Exercises, \*Writing Improvement, \*Writing Instruction  
Identifiers—Regular Writing Practice Program, \*Writing Programs

Intended for teachers of elementary and secondary school writing, this paper describes the Regular Writing Practice (RWP) program, which combines the philosophical and pedagogical bases of Lyman Hunt's Uninterrupted Sustained Silent Reading program with the instructional methodology of creative writing and composition. The first portion of the paper defines RWP as a supplement to language arts programs, presents procedures for organizing an RWP program, and outlines behavioral objectives for a four-week RWP unit. The middle portion then presents a daily syllabus for the four weeks, and a list of writing activities designed for regular writing practice. The final portion of the paper presents methods for formal and informal evaluation of student writing, and RWP samples evaluated using word/T-unit counts. (HTH)

ED 252 850 CS 208 713

Kahn, Norma B.

**Ways to Experience Literature: A Reading-Communicating Program for High School Students. Guidebook I: Literature to Entertain, Literature to Understand One's Self.**

Pub Date—80

Note—70p.; For Guidebook II, see CS 208 714. Document may not reproduce well due to blurred type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Critical Reading, \*English Instruction, Folk Culture, Guides, \*Independent Study, \*Literature Appreciation, \*Recreational Reading, Secondary Education, Self Concept, Study Skills, Vocabulary Development

This guide focuses on literature to entertain and literature to understand one's self. Designed primarily for independent use by students, several of the literary selections in each section of the guide are followed by the same sequence of questions so that students can develop a pattern for questioning themselves. The first section, on literature to entertain, contains the following subsections: an introductory questionnaire, suggested readings, folktales, major projects, poetry to entertain, and drawing conclusions about literature to entertain. The second section, on literature to understand one's self, includes 11 subsections: introductory questionnaire, suggested readings, reading fiction to understand one's self, finding informational material to understand one's self, developing a habit or hobby of strengthening vocabulary, reading expository material for study purposes, questioning to encourage critical and creative reading, saving time in taking notes from reading, reading fact and fiction to understand one's self, major projects, and drawing conclusions about literature to understand one's self. (HOD)

ED 252 851 CS 208 714

Kahn, Norma B.

**Ways to Experience Literature: A Reading-Communicating Program for High School Students. Guidebook II: Literature to Understand Others, Literature to Change Society, Literature to Discover Beauty.**

Pub Date—80

Note—92p.; For Guidebook I, see CS 208 713. Document may not reproduce well due to blurred type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Aesthetic Values, Drama, \*English Instruction, Independent Study, \*Literature Appreciation, Poetry, \*Recreational Reading, Secondary Education, Short Stories, Social Behavior, \*Social Change

This guide focuses on literature to understand others, literature to change society, and literature to discover beauty. Designed primarily for independent use by students, several of the literary selections in each section of the guide are followed by the same sequence of questions so that students can develop a pattern for questioning themselves. The section on literature to understand others is divided into the following subsections: an introductory questionnaire, reading with a purpose, reading literature to understand others, suggested readings, reading expository material for study purposes, saving time in taking notes from reading, questioning to encourage critical and creative reading, reading materials about human behavior, major projects, and drawing

conclusions about literature to understand others. The section on literature to change society includes seven subsections: an introductory questionnaire, reading literature of protest, reading Utopian literature, creating literature to change society, reading drama to change society, reading magazines and newspaper articles to change society, and drawing conclusions about reading literature and informational material to change society. The final section, on literature to discover beauty, includes subsections on considering poetic versus scientific language, major projects, considering the beauty of literature, reading short stories to discover beauty, and considering the question of art. (HOD)

ED 252 852 CS 208 715

Stepman, Michael G.

**Beyond Correctness: The Computer and the Composing Process.**

Pub Date—May 84

Note—21p.; Paper presented at the Spring Writing Conference of the New York State Department of Education (Albany, NY, May 17-18, 1984).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Curriculum Development, English Curriculum, Higher Education, \*Revision (Written Composition), Secondary Education, \*Teaching Methods, \*Writing Exercises, Writing Improvement, \*Writing Instruction

Noting that teachers must devise writing situations that help students see possibilities for revision beyond mechanics and usage, this paper describes several exercises that will help students use the computer or word processor as a tool for assisting them when they write. The exercises, which can be done with or without a microcomputer, with a local area network (LAN), or with time-sharing mini- or mainframe computers, include the following: (1) writing a variation on the themes of a poem on borrowing, (2) generating as many translations as possible of Latin sentences from history and literature, (3) altering sentences with the students' own language, (4) inserting interior monologues into historical speeches or literary soliloquies, (5) writing both a speech or scolding and an interior monologue of the listener's reactions, and (6) writing reactions to the work of peers. The paper also describes ways in which the computer has been successfully incorporated into the classroom and into the English curriculum. Samples of the exercises are appended. (HTH)

ED 252 853 CS 208 716

Becker, Ruth

**Introducing the Writing Process: New Procedures, New Expectations.**

Pub Date—[81]

Note—14p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, Educational Trends, Elementary Education, \*Student Needs, Teacher Attitudes, Teacher Role, Teacher Student Relationship, \*Teaching Methods, \*Writing Instruction, \*Writing Processes

Identifiers—Graves (Donald), \*Teacher Expectations

For years, elementary school teachers taught writing by giving students a "story starter" and asking them to complete the composition. That blissful state of complacency in the teaching of writing was shaken in 1978, when Donald Graves advocated a radical departure from accepted pedagogy in his publication "Balance the Basics: Let Them Write." Rather than emphasizing the written product, he called for teachers to use a process/conference approach. Both students and teachers must understand what is meant by "writing process" if this different approach to teaching writing is to be implemented. The three phases of the writing process—prewriting, writing, and revision—must be explained to students so they will understand what behavior is expected of them as they engage in the process. Students will have to adjust to the lack of deadlines, and to the added responsibility they will be asked to assume. When using the writing process, each student will be writing about whatever he or she chooses. Students will have to use their own ideas, considering first what they know, then determining how to put it on paper effectively. Teachers can ease the transition from the known to the un-

known by deliberately teaching these new expectations. (A beginning week's lesson plan for introducing the writing process and expectations is included.) (HTH)

**ED 252 854**

CS 208 717

Stetson, Edith G.

*A Perspective on Evaluating Spelling Programs.*

Pub Date—[82]

Note—19p.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Educational Trends, Elementary Education, \*Holistic Approach, Phonics, \*Program Evaluation, Reading Instruction, Reading Processes, Spelling, \*Spelling Instruction, \*Teaching Methods

While the look-say versus the phonics controversy has existed for years in reading instruction, a similar debate regarding spelling instruction is only now emerging out of the literature and into the hands of the classroom teacher. "Subskill" spelling, most frequently found in current spelling programs, presumes that good spelling is achieved by learning the 200 or more rules governing the 500 or more different ways of writing the 44 speech sounds using 26 letters. "Holistic" spelling, analogous to reading's look-say method and rarely found in commercial materials, basically rejects the rules approach. It views spelling as a visual processing task: each word has its own unique feature to be learned, and rules governing the spelling of one sound may not apply to other words with identical sounds. Students in holistic spelling programs initially complete a pretest to identify words already known, then employ a look, say, write, and self-correct procedure on words they need to learn—a process repeated until mastery is achieved. Research literature projects great support for holistic spelling instruction, yet an evaluation of 11 widely used elementary commercial programs showed that only one was holistic, and five involved a mixture of holistic and subskill strategies. It is predicted that disenchantment with current spelling programs, declining achievement scores, and the trend toward holistic reading instruction will provide new impetus for a resurgence in holistic spelling instruction. (Author/HTH)

**ED 252 855**

CS 208 719

Thorson, Esther Friedland, Marian

*The Effects of Emotion on Episodic Memory for TV Commercials.*

Pub Date—24 Aug 84

Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Advertising, Cognitive Processes, \*Emotional Response, Higher Education, Memory, Models, \*Recall (Psychology), \*Television Commercials, \*Television Research

Identifiers—\*Audience Response, \*Emotions

Based on the associational nature of memory, the distinction between episodic and semantic memory, and the notion of memory strength, a model was developed of the role of emotion in the memory of television commercials. The model generated the following hypotheses: (1) emotional commercials will more likely be recalled than nonemotional commercials; (2) the stronger the emotion experienced by the viewer, the more likely the recall; and (3) types of details remembered will differ for emotional and nonemotional commercials. To test these hypotheses, 20 commercials were categorized as depicting neutral, positive, negative, or poignant (positive and negative) emotions. Sixty-five college students viewed the commercials, and continually registered their feelings on a dial ranging from 100 (very positive) through 50 (neutral) to 0 (very negative). After viewing the 20 commercials, subjects were asked to write down as much as they could remember about each commercial. The results indicated that there are differences in the memory strength of episodic traces for emotional and nonemotional commercial messages and even differences reflecting the relative intensity of emotional response. In addition, some semantic processing (for example, judgment and evaluation) was shown to be affected by the emotionally enhanced episodic trace. (HTH)

**ED 252 856**

CS 208 722

Fuchs, Lucy

*The Hidden Messages in Children's Books.*

Pub Date—Oct 84

Note—12p.; Paper presented at the Annual Meeting of the Florida Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accountability, \*Adolescent Literature, \*Censorship, Childhood Interests, \*Children's Literature, Content Analysis, Elementary Secondary Education, Library Role, Literary Devices, \*Moral Development, \*Moral Issues, Moral Values, Teacher Role, Value Judgment, Values Education

Since people's mental makeup is, to a certain extent, based on what they have read and how it has been incorporated into their lives, it is not surprising that considerable attention is paid to what children read. As a consequence, children's books tend to be highly moralistic. Many realistic books today attempt to teach children how to cope with life's difficulties and how to behave in certain situations. The stories have a wide appeal because they discuss problems that are foremost in many children's minds and that they often feel they cannot discuss with their parents. These problems include sibling rivalry, school relationships, children's cruelties, domineering mothers, love, sex, birth control, and divorce. The books portray a range of values, with kindness, caring, understanding, independence, making decisions on one's own, and exhibiting self-control treated as positive qualities, and cruelty, dishonesty, and abuse of drugs and alcohol treated as negative qualities. The books treat most types of sexual behavior as appropriate, emphasizing the problems connected with sexual behavior, its situations, and the need for maturity to deal with it. Some topics such as obedience, respect for elders and authority, and religion—once common themes in children's books—are now largely ignored. Given their content, it is easy to see why many people find children's books disturbing. Groups have sprung up seeking to censor or ban certain works. However, educators or librarians familiar with the books in question have often helped those concerned understand the purpose of the books. (RBW)

**ED 252 857**

CS 208 725

Myers, Miles A.

*Fictional Narrative as Speech Event.*

Pub Date—82

Note—153p.

Available from—Miles A. Myers, Bay Area Writing Project, University of California, 5637 Tolman Hall, Berkeley, CA 94720 (\$10.00).

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Discourse Analysis, English Instruction, \*Fiction, Language Usage, \*Literary Devices, Narration, \*Reading Difficulties, \*Reading Processes, Reading Research, Rhetoric, Speech Communication, Theories

Identifiers—\*Speech Events

The issue addressed in this paper is the relationship between form in fictional prose and form in other uses of language, particularly those uses important in composition theory. Form in composition theory has traditionally had two ways of identifying units of analysis: (1) the sentence and semantic units, and (2) pragmatic and rhetorical units. The focus of the paper is on pragmatics and rhetoric. The paper argues that fictional narratives have the underlying form of different types of ordinary speech events and that an understanding of this form helps explain some of the problems young readers sometimes have and some of the critical problems posed by literary critics. Distancing, processing, and modeling are examined, with emphases on the distancing dimension, the processing characteristics, and the modeling characteristics of speech events. Three types of speech events are considered: conversational, report story, and prototype exposition (one type of formal history). The misreading of stories is discussed, with special attention given to assimilation or the following of rules; the misreading of fact without context; misreading the narrator as unchanging; misreading distance, choice, and boredom; and accommodation, or the modification of rules. (HOD)

**ED 252 858**

CS 208 726

Bechtold, Brian And Others

*How to Defuse Censorship: Implementing 404.2 of the Standards for Accreditation of Montana*

*Schools, 4th Ed.*

Montana Association of Teachers of English and Language Arts; Montana State Reading Association.

Pub Date—84

Note—26p.; Produced by a joint committee.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Freedom, \*Censorship, Elementary Secondary Education, \*Guidelines, Intellectual Freedom, \*Media Selection, Professional Associations, \*Reading Material Selection, School Policy, \*Textbook Selection, Textbook Standards

Identifiers—Montana

To help defuse censorship efforts, this booklet identifies issues and strategies for handling censorship efforts and provides the instructional materials selection policies of two Montana school districts. The booklet also includes sample forms for a citizen requesting reconsideration of materials and for a school media committee's reconsideration of non-fiction materials, fiction, and other literary forms, as well as a rationale form for instructional materials. Appendixes contain the following items: (1) a statement of principles of the Academic Freedom Group; (2) the Library Bill of Rights; (3) a statement of censorship and professional guidelines approved by the National Council of Teachers of English Board of Directors, 1982; (4) practical suggestions for writing professional guidelines; (5) the statement on censorship approved by the Association for Supervision and Curriculum Development Executive Council, 1982; (6) the policy on confidentiality of library records adopted by the American Library Association; (7) a representative sampling of censored works; (8) a selective bibliography on censorship; and (9) a copy of the first and fourteenth amendments to the United States Constitution. (HOD)

**ED 252 859**

CS 208 727

Dixon, John Stratta, Leslie

*Writing within Simulations Related to Social & Work Experiences. Discussion Booklet 2, Series B: Writing 14 to 18.*

Pennsylvania Governor's Private Sector Initiatives Task Force, Harrisburg. Office of Human Resources Committee of the Cabinet.

Pub Date—84

Note—33p.; For Discussion Booklet 1, see ED 246 424. Text in small print throughout.

Available from—Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton SO9 4YL, England (35 pence).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Learning Activities, \*Relevance (Education), \*Role Playing, Secondary Education, \*Simulation, Student Participation, Teacher Role, Teaching Methods, \*Writing Exercises, \*Writing Instruction

The focus of this booklet is on the use of simulations in secondary school writing classes. After guiding the teacher through five key questions that need to be addressed in the planning and carrying through of each simulation, the booklet presents four simulations. Varying from simple to complex demands, the booklet's simulations include the following: (1) reporting on college and cafe facilities—a tightly structured simulation, negotiated with the students, in which they can feel secure but can still offer individual responses; (2) working for an agency—a vocational simulation with some loosening of structure and more complex demands; (3) dealing with a social issue, the holocaust—a social simulation with similar loosening of structure and an increase in demands; and (4) establishing priorities—a sophisticated simulation, involving library research, interviews, and challenging role play. (HOD)

**ED 252 860**

CS 208 728

Matthews, Dorothy, Ed.

*On Contemporary Literature: Critiques, Reviews and Recommendations.*

Illinois Association of Teachers of English, Urbana.

Pub Date—85

Note—66p.

Available from—Illinois Association of Teachers of English, 100 English Building, 608 South Wright St., Urbana, IL 61801 (\$3.00, single copy; \$10.00, yearly subscription).

Journal Cit—Illinois English Bulletin; v72 n2 Win 1985

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescent Literature, \*Black Literature, English Instruction, \*Fantasy, Fiction, Literary Criticism, \*Literature Appreciation, \*Science Fiction, Secondary Education, \*Teaching Methods

The articles in this focused issue draw attention to works of contemporary literature with classroom potential. Four articles suggest new approaches for the reading and teaching of such established writers as Robert Frost; Kurt Vonnegut, Jr.; Eudora Welty; and Saul Bellow. Two other articles examine the bestsellers "Ordinary People" and "The Color Purple." Literature for the adolescent is represented by "Halfway Down Paddy Lane," a novel that can serve as the basis for a tri-level analysis demonstrating in detail how the elements of fiction can be effectively introduced using a teenage book. Reviews and suggestions for teaching two fantasy writers—Lloyd Alexander and Ursula Le Guin—are presented. Finally, Theodore Sturgeon's "More Than Human" is discussed as a classic of modern science fiction. (HOD)

ED 252 861 CS 208 730

Using the Computer to Teach Language Arts (Spelling).

Alberta Dept. of Education, Edmonton. Planning Services Branch; Edmonton Public Schools, Alberta.

Pub Date—Sep 83

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Software, \*Educational Research, Grade 3, \*Individualized Instruction, \*Language Arts, \*Microcomputers, Primary Education, Program Development, Program Evaluation, \*Spelling Instruction, Student Improvement, Student Needs, Teaching Methods

A study was conducted to determine if computers are viable alternatives to textbooks for teaching spelling and related skills at the third grade level and to compare the change in attitude toward spelling of students in a computer assisted program with that of students in a textbook learning program. The 18 experimental and 18 control group students were pretested using a standardized spelling achievement test, a sentence dictation test, and a school attitude scale. Students in the experimental group used microcomputers four days a week for approximately 20 minutes. Their spelling words were presented by Compu-spell courseware in a sentence format, practiced, and then tested on the computer. Other computer programs were used to teach related skills such as syllabication and alphabetization. Students were also given writing opportunities to use the spelling words. The control group students received only traditional classroom instruction using authorized text materials. At the end of six months, post-testing was conducted with the same test instruments. Results indicated that experimental group students scored significantly higher than control group students on all three measures. In addition, students in the experimental group completed more spelling units. (Copies of the tests used in the study are appended.) (FL)

ED 252 862 CS 208 731

Nugent, Harold. Nugent, Susan

The Double-Entry Journal in Literature Classes.

Pub Date—Oct 84

Note—14p.; Paper presented at the Annual Meeting of the New England Association of Teachers of English Fall Conference (Providence, RI, October 25-28, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Discussion (Teaching Technique), Higher Education, Learning Processes, \*Learning Theories, \*Literature Appreciation, Peer Evaluation, Reader Response, \*Teaching Methods, \*Writing Instruction

Identifiers—\*Affective Response, Bleich (David),

Journal Writing, Student Journals, Vygotsky (Lev)

The double-entry journal requires students to write affective response statements to literature readings and to compare such entries with those of classmates. Use of the double-entry journal is intended to activate students' prior learning and pre-

ent feelings, foster collaborative learning, integrate major language skills, and encourage the creative and discovery processes. The first journal entry is a three-step response based on David Bleich's "Readings and Feelings." The underpinnings for encouraging affective response are found in a number of theories, including the psycholinguistic model of reading, studies in cognition, and subjective criticism. Students then share their entries in small group discussions without teacher intervention. Vygotsky and others note that knowledge, thought, and learning are all acquired by sharing and testing ideas with knowledgeable peers. Concerns coming out of small group discussion often become the focus of subsequent class discussions. This integration of reading, writing, speaking, and listening is also based on Vygotsky's theories. After the discussion, the students write a second entry, with new insights, further understanding, and heightened perceptions. (HTH)

ED 252 863 CS 208 732

Edwards, Bruce L., Jr.

The Politics of Nonliteracy: Logocentrism in the Classroom.

Pub Date—Nov 84

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, \*Educational Philosophy, \*Educational Theories, Interpersonal Communication, \*Literacy, Oral Language, Reading Instruction, Reading Skills, Student Motivation, \*Student Needs, \*Teacher Student Relationship, Teaching Methods, \*Writing Instruction, Writing Skills

The conventional notion of the term "literacy" is rather narrow. Harvey Graff's work demonstrates that literacy in Western society not only means the ability to read and write, but also takes in a profusion of values and beliefs including empathy, innovativeness, and achievement. By contrast, a term such as illiterate comes to represent social conditions such as poverty, disease, and lack of intelligence. It is easy to forget that there have been great civilizations that did not depend upon universal literacy for stability and control. Walter Ong suggests that literacy should be seen both as a technology and as a pattern. Writing, for instance, can be seen as a technology, as a way of getting something done using words. Literacy makes possible analytical thinking processes unachievable in an oral culture, which relies primarily on memory to store information. Because literacy involves a cognitive act, it is not only a technology but also a pattern or perspective through which the world is viewed. Since writing allows knowledge to be detached from personal memory and put in a text accessible to those who know the code, it is tempting to assume that the written word is a medium more capable of conveying human experience than speech. This attitude is what Jacques Derrida calls logocentrism, and he suggests that it colors the Western view of literacy. Teachers, acting as if literacy should be equated with human worth and dignity, convey the impression that illiterate students should learn to read and write so they can communicate with their teachers. Teachers rely excessively on books to teach writing, putting students through meaningless mechanical exercises and expecting them to figure out how to proceed. Better results can be achieved when the teacher works directly with students on their writing, helping them to learn by watching and doing and using the textbook only as a supplement. (RBW)

ED 252 864 CS 208 733

Pearall, Thomas E., Ed.

Conference of Directors of Technical Communication Programs Proceedings (St. Paul, Minnesota, March 21-23, 1974).

Council for Programs in Technical and Scientific Communication.

Pub Date—Mar 74

Note—55p.; For related conference proceedings, see ED 132 630 and CS 208 735-742.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Career Planning, \*Communication Skills, Editing, Educational Innovation, \*Education Work Relationship, Higher Education, \*Internship Programs, Job Skills, Journalism,

\*Program Content, Program Descriptions, Program Development, Program Evaluation, Research Needs, Sciences, \*Technical Writing, Technological Advancement, Writing Skills

Drawn from a conference that addressed the problems and challenges facing technical communication educators, the papers in this collection deal in general with career opportunities and educational programs in technical communication. Specifically, the papers discuss the following topics: (1) internship programs and job interviews at Rensselaer Polytechnic Institute; (2) the internship program at Iowa State University; (3) three programs in communication at Rensselaer; (4) the technical writing degree offered by Carnegie-Mellon University, with emphasis on its scientific components; (5) science communication at Boston University; (6) innovations in the Michigan Tech technical writing program; (7) technical journalism at Colorado State University; and (8) the need for research in the area of communication in scientific and technical settings. (FL)

ED 252 865 CS 208 735

Pearall, Thomas E., Ed.

Council for Programs in Technical and Scientific Communication Proceedings (4th, St. Paul, Minnesota, April 14-15, 1977).

Council for Programs in Technical and Scientific Communication.

Pub Date—Apr 77

Note—65p.; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 736-742.

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advertising, \*Communication Skills, \*Education Work Relationship, Graduate Study, Higher Education, Internship Programs, \*Program Content, \*Program Development, \*School Business Relationship, Sciences, Student Needs, \*Technical Writing

Prepared by representatives of industry and the educational community, the papers in this collection address issues of interest in the field of technical communication. Specific topics discussed are as follows: (1) the Resource Materials Project of the Council for Programs in Technical and Scientific Communication (CPTSC), (2) the relationship between the CPTSC and the Society for Technical Communication (STC), (3) the possible certification of technical communicators by the STC, (4) the role of the humanist in technical communication at Rensselaer Polytechnic Institute, (5) the criteria for appointment and promotion of teachers of technical communication at the Massachusetts Institute of Technology, (6) Colorado State University's program to teach the handicapped to become technical and scientific translators, (7) the University of Michigan's internship program in technical communications, (8) technical advertising, (9) graduate programs in biomedical communication at the University of Nebraska's Medical Center, and (10) technical communication program development at Texas A&M University. A copy of the constitution of the CPTSC is included. (FL)

ED 252 866 CS 208 736

Carson, David L., Ed.

The Council for Programs in Technical and Scientific Communication Proceedings (5th, Troy, New York, April 19-21, 1978).

Council for Programs in Technical and Scientific Communication.

Pub Date—Apr 78

Note—109p.; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-742.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Communication Skills, Computers, Course Content, Design, Editing, \*Education Work Relationship, English Instruction, Foreign Countries, Graphic Arts, Higher Education, Interdisciplinary Approach, \*Production Techniques, \*Professional Associations, \*Program Content, Program Development, Research Needs, \*School Business Relationship, \*Technical Writing, Technological Advancement, Training Methods

Prepared by representatives of industry, government, and the educational community, the papers in



this collection were drawn from a conference that addressed a variety of issues of interest to the field of technical communication. Specific topics discussed in the papers are as follows: (1) the role of the Society for Technical Communication in education, (2) design as a communication model, (3) the role of the technical communicator in the computer industry, (4) applications of communication theory and cybernetics to technical communication, (5) Miami University's (Ohio) undergraduate English major with an emphasis in technical writing, (6) an interdisciplinary course in technical writing at the University of Florida, (7) the teaching of technical communication in Australia, (8) Old Dominion's program to train apprentice editors, (9) a course on graphics and audiovisuals in technical communication at Rensselaer Polytechnic Institute (RPI), (10) a cooperative editing program developed by the New York Sea Grant Institute and RPI, (11) some beginnings in research for technical communication, and (12) the intergovernmental mobility program. (FL)

ED 252 867

CS 208 737

Warren, Thomas, Ed.

**The Council for Programs in Technical and Scientific Communication Proceedings (6th, Stillwater, Oklahoma, April 26-27, 1979).**

Council for Programs in Technical and Scientific Communication.

Pub Date—Apr 79

Note—78p; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-742.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021) - Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—College Faculty, Curriculum Development, Curriculum Evaluation, Educational Trends, Education Work Relationship, English Departments, Graduate Students, Higher Education, Liberal Arts, Models, Program Content, Student Attitudes, Technical Writing, Writing for Publication, Writing Instruction, Writing Research

Identifiers—Audience Awareness, Writing Programs

Articles in these proceedings of a conference of the Council for Programs in Technical and Scientific Communication represent the views of professional communicators and academicians who share a concern for providing breadth and quality of preparation for present and future technical communicators. The 11 articles discuss the following topics: (1) the relationship between written communication and audience, (2) the traditional graduate student's view of teaching technical writing, (3) a survey to establish curricula and courses for technical communicators, (4) technical writing and other writing courses at the University of Central Florida, (5) a survey of the writer's market and how schools are preparing students for that market, (6) staffing problems in scientific and technical communication programs, (7) technical writing and the traditional English department, (8) a model for research in written communication, (9) publicizing the technical writing program on and off campus, (10) faculty and marketing liberal arts graduates, and (11) future trends in technical communication. The conference program and a list of attendees are included. (HTH)

ED 252 868

CS 208 738

Book, Virginia A. Ed.

**The Council for Programs in Technical and Scientific Communication Proceedings (7th, Buena Vista, Florida, February 13-15, 1980).**

Council for Programs in Technical and Scientific Communication.

Pub Date—Feb 80

Note—116p; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-742.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021) - Opinion Papers (120)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Computers, Education Work Relationship, Graduate Study, Higher Education, Internship Programs, Program Content, Program Development, Technical Writing, Two Year Colleges, Undergraduate Study, Verbal Communication, Writing Improvement

Identifiers—Writing Programs

Articles in these proceedings of a conference of the Council for Programs in Technical and Scientific

Communication represent the views of professional communicators and academicians who share a concern for providing breadth and quality of preparation for present and future technical communicators. The 11 papers discuss the following topics: (1) technical communication by nonverbal means, (2) alternative forms in oral technical communication, (3) implications of the computer on technical communication for the publications department manager, (4) technical writing in the community college, (5) guidelines for establishing and supervising student internships in technical communication and mass media, (6) gaining support for a technical communication program at a two-year general purpose university, (7) computer impact on teaching technical communication, (8) technical writing for engineering students at the community college, (9) a proposed two-year technical communication program, (10) problems of developing an undergraduate degree program in technical communication in a general-purpose university, and (11) developing a graduate degree program in technical communication. The minutes of the Council's business meeting, a list of those attending, and a current membership list are also included. (HTH)

ED 252 869

CS 208 739

Book, Virginia A. Ed.

**The Council for Programs in Technical and Scientific Communication Proceedings (8th, Seattle, Washington, April 23-24, 1981).**

Council for Programs in Technical and Scientific Communication.

Pub Date—Apr 81

Note—145p; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-742.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021) - Opinion Papers (120)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Course Content, Course Descriptions, Education Work Relationship, Graduate Study, Heterogeneous Grouping, Higher Education, Homogeneous Grouping, Masters Programs, Program Content, Speech Skills, Technical Writing, Writing Instruction

Identifiers—Writing Programs

Articles in these proceedings of a conference of the Council for Programs in Technical and Scientific Communication represent the views of professional communicators and academicians who share a concern for providing breadth and quality of preparation for present and future technical communicators. The 11 papers discuss the following topics: (1) technical writing at Case Western Reserve University as a bridge between the humanities and technology, (2) developing a heterogeneous versus a homogeneous technical writing class, (3) the oral communication laboratory, (4) a new degree option in technical writing at Oklahoma State University, (5) new technical writing courses at Eastern Washington University, (6) updating the writing program at the University of Minnesota, (7) the technical component of degree programs, (8) a proposed master's degree in technical writing at Oregon State University, (9) designing a master of technical and scientific communication program, (10) a nonpragmatic intellectual rationale for technical writing graduate study, and (11) the master's program in professional writing at Carnegie-Mellon University. The conference program, minutes from the Council's annual meeting, and a list of program attendees are included. (HTH)

ED 252 870

CS 208 740

Kelley, Patrick M., Ed. And Others

**The Council for Programs in Technical and Scientific Communication Proceedings (9th, Pittsburgh, Pennsylvania, April 15-16, 1982).**

Council for Programs in Technical and Scientific Communication.

Pub Date—Apr 82

Note—181p; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-742.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Education Work Relationship, Graduate Study, Higher Education, Masters Programs, Program Content, Program Descriptions, Research Needs, Speech Communication, Speech Skills, Teaching Methods, Technical Writing, Textbook Evaluation, Writing Instruction,

\*Writing Processes, \*Writing Research

Identifiers—Writing Programs

Articles in these proceedings of a conference of the Council for Programs in Technical and Scientific Communication represent the views of professional communicators and academicians who share a concern for providing breadth and quality of preparation for present and future technical communicators. Among the topics discussed in the 17 articles are the following: (1) the need for new and better texts in technical writing, (2) a proposed master of science degree in communication systems, (3) technical writing programs at Northeastern University, (4) a technical communication program at Rochester Institute of Technology, (5) a master of science program in technical and science communication at Drexel University, (6) a model for a technical writing minor, (7) writing processes in a technical writing program, (8) teaching writing processes in introductory and in advanced undergraduate technical writing courses, (9) teaching writing processes in technical writing at the graduate level, (10) a guided design approach to teaching technical writing, (11) resources for teaching business and professional speaking for students in technical communication, (12) possible applications of cognitive science and problem solving in technical writing, (13) new directions for graduate study in scientific and technical communication programs, (14) a lesson from literary theory on how not to theorize about technical discourse, (15) future directions for research on the professional work station and information management, and (16) new directions for study in technical communication. Minutes from the Council's annual business meeting, the conference program, and a list of attendees are included. (HTH)

ED 252 871

CS 208 741

Kelley, Patrick M., Ed. And Others

**The Council for Programs in Technical and Scientific Communication Proceedings (10th, Lincoln, Nebraska, April 7-8, 1983).**

Council for Programs in Technical and Scientific Communication.

Pub Date—Apr 83

Note—138p; For 1974-1984 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-742.

Available from—Patrick M. Kelley, Clark College, 1800 East McLoughlin Blvd., Vancouver, WA 98663 (\$7.50, including postage, while supply lasts).

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Education Work Relationship, Graduate Study, Higher Education, Internship Programs, Program Content, Program Descriptions, Teaching Methods, Technical Writing, Undergraduate Study, Writing Instruction

Identifiers—Writing Programs

Articles in these proceedings of a conference of the Council for Programs in Technical and Scientific Communication represent the views of professional communicators and academicians who share a concern for providing breadth and quality of preparation for present and future technical communicators. The 10 papers discuss the following topics: (1) changes and modifications in the technical writing program at Oklahoma State University, (2) the technical writing internship program at Oklahoma State University, (3) designing a professional technical communication degree program, (4) undergraduate and graduate programs in technical writing at Penn State University, (5) technical writing internships at Eastern Washington University, (6) a two-year progress report on the technical writing program at Case Western Reserve University, (7) teaching problem-solving strategies in the technical communication classroom, (8) the communication minor program for engineering and science students at the University of Missouri-Rolla, (9) planning a technical writing program at Kansas Technical Institute, and (10) a contemplative view of technical writing. Minutes from the Council's annual business meeting, the conference program, and a list of Council members are included. (HTH)

ED 252 872

CS 208 742

Kelley, Patrick M., Ed. Samuels, Marilyn Schauer, Ed.

**The Council for Programs in Technical and Scientific Communication Proceedings (11th, Santa Fe, New Mexico, February 23-24, 1984).**

Council for Programs in Technical and Scientific Communication.

Pub Date—Feb 84

Note—221p.; For 1974-1983 conference proceedings, see ED 132 630, CS 208 733 and CS 208 735-741.

Available from—Patrick M. Kelley, Clark College, 1800 East McLoughlin Blvd., Vancouver, WA 98663 (\$9.50, including postage, while supply lasts).

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Communication (Thought Transfer), Curriculum Evaluation, Education Work Relationship, Graduate Study, Higher Education, Linguistics, Masters Programs, Program Descriptions, Program Development, Teaching Methods, \*Technical Writing, \*Writing Instruction, Writing Research

Identifiers—Writing Programs

Articles in these proceedings of a conference of the Council for Programs in Technical and Scientific Communication represent the views of professional communicators and academicians who share a concern for providing breadth and quality of preparation for present and future technical communicators. The topics of the 19 papers include the following: (1) the present state and the history of technical writing instruction, (2) a graduate studies proposal for the University of Washington, (3) the master of arts in professional writing at Carnegie-Mellon University, (4) a master's in English with a special option in technical writing at Oklahoma State University, (5) the role of linguistics and language study in the technical writing program at Oklahoma State University, (6) developing a master of science degree in communications at Eastern Washington University, (7) technical communication as a humanities degree, (8) preparing writers for the world of work, (9) the certificate program at San Diego State University, (10) implications of research and experience for a technical writing program, (11) teaching the writing process in a laboratory setting, (12) a cooperative internship/degree program at Rochester Institute of Technology, (13) teaching technical writing on television at Northeastern University, (14) the efficacy of the required three hour technical writing course, (15) a course in technical and scientific literature, and (16) a graduate seminar in the theory and practice of technical writing. Minutes from the Council's annual business meeting, the conference program, and a list of Council members are included. (HTH)

ED 252 873

CS 208 743

Harrison, Tommy R.

Applications of Popular Adolescent Literature to Adolescent Development and to Adolescent Psychology.

Pub Date—Nov 84

Note—21p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), \*Adolescent Development, \*Adolescent Literature, \*Adolescents, Individual Development, Literature Appreciation, Literature Reviews, \*Psychological Needs, Reading Research, \*Self Actualization

A review of the literature supports the notion that adolescent literature offers vast opportunities for application to educational settings. Efforts to legitimize the genre by making it more realistic have succeeded in winning approval from professional organizations, educators, and the general public. With its only recently improved status, popular adolescent novels have just begun to surface as valuable tools for assisting adolescents in their progression toward adulthood. While the creative application of adolescent novels in educational settings depends, to a large degree, upon the professional, the genre's thematic and topical concerns provide irrefutable and invaluable assistance to the adolescent even without educational intervention. Of particular importance are the following contributions of the genre to the area of adolescent psychology and to the adolescent: (1) providing a practical and interesting way of promoting the development of critical thinking skills involving problem-solving and coping strategies; (2) helping the adolescent recognize,

understand, and accept himself or herself and others; (3) offering insights that lead to values clarification and encouraging experimentation rather than foreclosure; (4) focusing on rites of passage and initiatory stress factors facing adolescents in Western culture; and (5) helping the adolescent to emancipate himself or herself gradually from unilateral parental control and to accept responsibilities. (HOD)

ED 252 874

CS 208 744

Weaver, Laura H.

A Freshman Honors Seminar: Dialogue between the Humanities and Science/Technology.

Pub Date—27 Jun 84

Note—16p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (13th, Laramie, WY, June 25-29, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Higher Education, Honors Curriculum, \*Humanities Instruction, Integrated Activities, \*Interdisciplinary Approach, \*Program Content, Program Descriptions, \*Sciences, Seminars, \*Teaching Methods, Technology

Acknowledging that in this age of technology students need to learn how to integrate the values of both the humanities and science/technology, this paper describes a special nonclassroom, noncredit program to that end for college freshman honors students at the University of Evansville (Indiana). Following an introduction, the paper discusses the characteristics of the groups sponsoring the seminar, the university's academy of arts and sciences, and the college of arts and sciences. It then outlines the criteria for student participation, which stress both academic achievement and the ability to write a lucid essay articulating the student's understanding of a liberal arts education. Next, the paper describes the activities that take place in the meetings, ranging from the religious and philosophical through the vicarious experience of other civilizations and cultures to the practical ethical/technological issues. The paper concludes with a discussion of the program's benefits, including its informality and its multidisciplinary and multigenerational nature, and the priority it gives to writing and research by both students and faculty members. (HTH)

ED 252 875

CS 208 745

Glassman, Susan

Training Peer Tutors Using Video.

Pub Date—Mar 84

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Peer Teaching, Program Descriptions, \*Program Development, Student Attitudes, Teacher Effectiveness, \*Teacher Improvement, Teaching Methods, \*Training Methods, \*Tutorial Programs, \*Videotape Recordings

As part of its peer tutor training program, the writing/reading center at a Massachusetts University conducts a videotape production workshop in which experienced tutors plan, write, and act in a video script used for training new tutors. To proceed with such a program requires no professional skills or special talents, but a television studio must be available, and the program director should have a sense of audience, organization, and time management. The capabilities of the filming facilities as well as the size of the group in the program should be assessed and a schedule determined. Participants in the film can write their own parts so that they can develop their own roles. The script should be written collaboratively and should be complete and well-planned. Time should be allowed for two or three rehearsals so that the group can make minor changes and get a feel for the script. Some artwork and music may also be necessary for the tape. The production should be kept as simple as possible. Among the problems the director and group should be aware of are that (1) it may take longer than expected to put together a 15- to 20-minute film, (2) personality conflicts may arise among participants, (3) scheduling may be difficult when working with students, and (4) the tutors may also become dissatisfied and discouraged as work progresses. How-

ever, the benefits of such a program make the time and energy expended worth the effort. The tutors become more aware of how they come across to students, and consequently strive to improve the quality of their tutoring. (HTH)

ED 252 876

CS 208 746

Fox, Sharon E. Platt, Nancy G.

Using Videotapes for Illustrations of Writing Research Findings.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Classroom Observation Techniques, Classroom Research, \*Instructional Materials, Language Experience Approach, Primary Education, Student Behavior, Student Evaluation, \*Teacher Education, \*Teaching Methods, \*Videotape Recordings, Writing Exercises, \*Writing Instruction

Identifiers—Theory Practice Relationship

Videotapes have proven useful in studying children's early classroom writing experiences, capturing and preserving the contextual integrity of the writing situation in a way that would be nearly impossible to do in words. Because the tapes can be played over and over again, it is possible to extract meanings from the situation that might otherwise be missed. Tapes of this sort give the prospective teacher a chance to study and observe experiences that underlie and influence teaching practice before they actually set foot in the classroom. Experienced teachers, on the other hand, can use videotapes to see how strategies different from their own work in the classroom, and perhaps be inspired to try a new approach. Finally, videotapes can save time, showing research findings in action to teachers too busy to read the original research reports. The 20-minute videotape, "Beginning Writers," is a good example of what tape analysis of a classroom situation can accomplish. It follows two first grade students through six stages in a writing exercise: choosing and planning projects with help from the teacher, working on the projects, interacting with the teacher, writing about the projects, producing the final projects, and holding conferences with the teacher about the completed exercise. Each segment of the tape points out the writing research being illustrated and shows how it relates to two major themes of recent language and literacy learning research: the active construction of knowledge by children, including knowledge of reading and writing, and the supportive context of people and things that enables this construction. Such tapes foster an understanding of the general principles of language and literacy learning and help teachers to interpret children's behavior and provide for their needs. (Ordering information for the videotape described in this study is included with this document.) (RBW)

ED 252 877

CS 208 747

Hickman, Dixie Elise

Instruments for Evaluating Teaching in Composition Classes: Adaptations at the University of Southern Mississippi.

Pub Date—Nov 84

Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Classroom Observation Techniques, \*Evaluation Criteria, Higher Education, \*Measurement Techniques, \*Student Evaluation, Teacher Effectiveness, \*Writing Evaluation, \*Writing Instruction

Recognizing that no single evaluation instrument or procedure could provide a genuine measure of teaching effectiveness, the University of Southern Mississippi devised an evaluation system specifically designed for composition that consists of four components: student evaluation, observation of classroom activity, evaluation of a set of marked papers, and assessment of writing assignments for the course. The items for the student evaluation were selected with an eye toward whether students could legitimately make the judgment called for. The content for the classroom observation form is almost entirely drawn from the suggestions of the Conference on College Composition and Communi-

cation Committee on Teaching and Its Evaluation in Composition. The first page of the form for evaluating a set of marked papers asks the teacher to provide the background information, in addition to a description of the assignment itself, necessary to evaluate a set of papers and to evaluate someone else's evaluations of those papers. The evaluation of a series of writing assignments consists of questions appropriate for (1) scrutinizing each assignment before the assignment is made, (2) facilitating the revision of assignments and the collection of analytical data for the summary accompanying a set of assignments, and (3) serving as a guide for an evaluation team or for the teacher preparing a self-evaluation or a summary statement concerning the cumulative nature of the course. (HOD)

ED 252 878 CS 208 748

Hirsch, P. L.

*The Case for Poetry: A Humanist's Perspective.*

Pub Date—Nov 84

Note—22p; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Opinion Papers (120) — Guides — Classroom — Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Educational Needs, \*English Instruction, \*Humanities, Language Usage, Literary Genres, \*Literature Appreciation, \*Poetry, Poets, Secondary Education, Teacher Role, Teaching Methods

Poetry is fundamental. As a response to reality, as an inclination of language, it is basic. If English teachers want their students to become poets or readers of poets or even imaginative and provocative users of language, they have to show them that the language of poetry is theirs, and English teachers can accomplish that task only by endorsing poetry in the classroom. Poetry belongs in the classroom as a basic skill because it necessitates a confrontation with words. Moreover, teaching poetry teaches people to read. Also, those students who are most in touch with literary tradition will be the best equipped to read the contemporary works that shape their lives. No student should be deprived of his or her participation in the intertextual dialogue that comprises the foundation of the humanities. If poetry is taught only in honors English classes and only as preparatory material for college, then only the students in those classes will be prepared to read the essays and books that presuppose an allusive connection to the past. Not teaching poetry is elitist; not teaching poetry disenfranchises part of the reading public. (Appendixes include a selective bibliography on poetry instruction, an exercise to accompany the study of sonnets, a description of a poetry project, and sample exercises for poetry warm-ups.) (HOD)

ED 252 879 CS 208 749

Manitoba Writing Assessment Program, 1982.

Preliminary Report: Test Data.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

Report No.—ISBN-0-86497-093-5

Pub Date—Oct 82

Note—270p; For related documents, see ED 194 902-903.

Pub Type—Books (010) — Reports — Descriptive (141) — Reports — Evaluative (142)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—\*Educational Assessment, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Foreign Countries, \*Program Content, Program Descriptions, Program Effectiveness, Test Construction, \*Writing Evaluation, \*Writing Instruction

Identifiers—Manitoba

The information contained in this report describes the 1982 Manitoba (Canada) Writing Assessment Program and the results of student performance on the grades 3, 6, 9, and 12 writing tests. Various sections of the report provide the following information: (1) steps in the assessment program and procedures for comparison with the 1979 assessment; (2) the design, construction, and scoring of the tests; and (3) a summary of the results for each of the grades. (HOD)

ED 252 880 CS 208 750

English Language Arts, Grades 9-11. Interim

Guide.

Manitoba Dept. of Education, Winnipeg.

Pub Date—83

Note—368p; For related documents, see ED 236 590-592.

Pub Type—Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—\*Communication Skills, \*English Curriculum, \*English Instruction, Foreign Countries, High Schools, \*Integrated Curriculum, \*Language Arts, \*Language Processing, Language Usage, Listening Skills, Literature Appreciation, Reading Instruction, Sequential Approach, Speech Instruction, State Curriculum Guides, Teaching Methods, Writing Instruction

Identifiers—Manitoba

This Manitoba (Canada) integrated language arts curriculum guide for grades 9 through 11 emphasizes the elements of the language process. At grade 9, the instructional emphasis is on the communication context—content, vehicle, and situation. At grade 10, the instructional emphasis is on audience and purpose, while the emphasis at grade 11 shifts to a consideration of style and how stylistic choices are affected by the five content elements of content, vehicle, situation, audience, and purpose. Finally, the grade 12 emphasis is on form, and a consideration of how all the other elements affect the final product. The contents are divided into 10 sections that cover such topics as program framework and overview, teaching approaches and strategies, the nature of evaluation, developing listening skills, general strategies in speaking, developing language through reading, general strategies in writing, developing language through literature and language study, and general strategies in language awareness. An annotated bibliography of teaching resources is included. (HOD)

ED 252 881 CS 208 751

Suhor, Charles. Comp. Spooner, Michael. Comp.

Second Annual Trends and Issues State-

ments-NCTE Commissions and Standing Com-

mittees.

Pub Date—[85]

Note—14p; For a related document, see ED 240 606.

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Censorship, Classroom Research, \*Computer Assisted Instruction, \*Educational Trends, Elementary Secondary Education, \*English Curriculum, \*English Instruction, Higher Education, Holistic Approach, Humanities Instruction, \*Literature Appreciation, Professional Associations, Reading Instruction, Teaching Methods, Textbook Standards, \*Writing Instruction

Identifiers—\*National Council of Teachers of English, Theory Practice Relationship

Summarizing the results of informal discussions among the commissions and standing committees of the National Council of Teachers of English, this paper outlines key educational trends and issues in areas of the English language arts. Various sections of the paper contain information from the commissions on English language, literature, composition, reading, media, and curriculum, and the standing committees on research and censorship. Among the trends and issues discussed are the following: (1) the positive development of collaborative research involving classroom teachers, (2) the disappointingly narrow applications of computers in teaching English, (3) the discouraging decline of pluralistic themes in literary texts, (4) the disturbing increase in use of computer software in the teaching of literature, (5) the unfortunate mandated use of anthologies and standard textbooks in literature instruction, (6) the dangerous proliferation of achievement testing, (7) the moderately heartening increase in required writing samples on English achievement tests, (8) the failing efforts to encourage holistic and meaning-making approaches to students and their language, (9) the poor preparation of teachers in media literacy, (10) the negative trend toward segmenting knowledge in the curriculum, (11) the need to integrate the teaching of language arts at all levels, (12) the alarming exclusion of humanities in curricula, (13) legislative interference in the formation of effective curricula, (14) the need for classroom practices that reflect the insights of research, and (15) censorship of literature and emended or bowdlerized school texts. (HTH)

ED 252 882 CS 208 752

Literature Appreciation in Language Arts: A Guide

for Grades K-8. Manual IV-83.

Manitoba Dept. of Education, Winnipeg. Instructional Media Services.

Pub Date—83

Note—59p.

Pub Type—Reference Materials — Bibliographies

(131) — Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Canadian Literature, \*Childrens Literature, Elementary Secondary Education, Foreign Countries, Language Arts, \*Literature Appreciation, \*Reading Materials, \*Reading Material Selection, Resource Materials

Identifiers—\*Canada

Compiled to help teachers and teacher-librarians select children's books for kindergarten through eighth grade, this bibliography consists of fiction books of good literary quality published since 1976, of which half are Canadian. The bibliography's content is organized so as to identify each of the 89 books in five different ways: author, organizational pattern, literary elements, theme, and title. The first and major section is an annotated list of books in alphabetical order by author's surname. This is followed by a brief descriptive annotation under which is listed the book's organizational pattern, main literary element, theme, and intended age range. The second section, which lists the books according to the organizational pattern dominant in each book, has six headings or pattern classifications, arranged in alphabetical order by author/title. The third section, also arranged alphabetically, identifies six literary elements: setting, character development, plot, mood, figure of speech, and point of view, while the fourth section, using the same format, categorizes the book according to the following thematic elements: anxiety/depression, attitude, change, cooperation, curiosity, death, determination/resourcefulness, disability, family relations, friendships, imagination/fantasy formation, maturation, responsibility, rhymes/nonsense stories, survival, and values/valuing. The bibliography concludes with a title index. (HOD)

ED 252 883 CS 208 753

O'Grady, Gerald

*The Context of Media Study.*

Pub Date—Nov 84

Note—10p; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Computers, \*Curriculum Development, \*Educational Theories, \*Films, Film Study, Higher Education, Mass Media, \*Teaching Methods, Technology, \*Videotape Recordings

Identifiers—\*Media Literacy

Media study is centered on composing and understanding the codes of three image-making technologies—film, video, and computer. It locates these activities within the context of the changing materials, processes, and systems of these technologies; within contemporary developments in their creative and critical practices; and within the evolution of human culture and its developing codes of communication (speech, writing, print). The following characteristics distinguish a curriculum in media study from others in the field: (1) it draws upon the insight of Jerome S. Bruner that there should be a balance between learning by enactment and learning by symbolization; (2) its focus on image-making codes means that the approach to image constructs is somewhat akin to that of linguistics to languages; (3) it situates itself on the cutting edge of contemporary development in creative and critical practice; (4) it introduces the study of the interactions between consciousness, the codes, and the extensions of their technologies into cultural forms and their historical transformations; (5) it involves the study of culture as an aesthetic form; (6) it is resolutely international in content; and (7) it prepares students to engage in resolving environmental, sociobiological, and economic issues in addition to the cultural ones. (HTH)

ED 252 884 CS 208 754

Williamson, Michael M.

*The Function of Writing in Three College Curricula: The Modes of Discourse and the Registers of Writing.*

Pub Date—Nov 84

Note—16p; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)



**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Biology, Case Studies, \*English Instruction, Higher Education, Knowledge Level, Models, Science Instruction, \*Sociology, \*Teacher Attitudes, \*Writing (Composition), \*Writing Research

Identifiers—\*Registers (Linguistics)

Prompted by a concern for the appropriateness of the modes of discourse as a teaching device and in an attempt to elaborate on the registers of writing required of undergraduate students, case studies were made of six college instructors, two each from biology, English, and sociology. The six teachers were interviewed on two occasions, from 1.5 to 3 hours in each session. During the first interview the instructors were asked to discuss a course that they had just taught, or were planning to teach, for students who were beginning majors, but advanced enough to have completed the basic writing requirements of the institution. Documents—in the form of course syllabi, assignment sheets, and student papers—were also solicited. During the second interview, instructors were presented with a tentative model of the role of written language in the course and asked to confirm, reject, or revise the model. The findings suggest that the teacher's reading of student writing is structured around communicative registers. These semantic patterns are conditioned not only by the customary way of speaking, but also by the instructor's view of what the student should be learning. From the biologists' point of view, the basis for student learning is grounded in certainty. In sociology, the emphasis is on the uncertainty produced by the conflict over sociological knowledge. And English instructors seem to base student assessment on their subjective evaluation of the student as an individual reader. (HOD)

**ED 252 885** CS 208 755

*Thackeray, William*  
**Writing with the Right Brain: The Use of Semantic Organizers.**

Pub Date—Jan 85

Note—52p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Case Studies, \*Cerebral Dominance, College Freshmen, Comparative Analysis, Higher Education, \*Prewriting, \*Student Attitudes, Student Motivation, Writing Evaluation, \*Writing Improvement, \*Writing Instruction, \*Writing Research, Writing Skills

Identifiers—\*Semantic Organizers

To evaluate the use of semantic organizers as a means of improving the prewriting techniques of composition students, a study was made of two separate groups of college freshman composition students during an intensive, five-week writing workshop. Data were also collected from case studies of students in the experimental group, including frequent interviews and informal discussions. The experimental group was taught the use of semantic organizers as part of their prewriting process. This involved teaching them how to organize their brainstorming of a topic around a key word or nucleus phrase, allowing for the flowing of concepts from that key word. The control group was taught to use more conventional prewriting approaches, particularly modeling and outlining procedures. The instruments for comparative evaluation were students' written responses to three letters from their instructors on identical topics at three points during the course—the beginning, middle, and end. The comparison of results from the three test themes showed surprisingly strong general progress for the experimental group using semantic organizers, while the progress of the control group was slightly better than what had been anticipated for the test group as a whole. Results also seemed to suggest that the use of semantic organizers improved student attitudes and increased motivation. (HOD)

**ED 252 886** CS 208 756

*Brooks, Charlotte K., Ed. And Others*  
**Tapping Potential: English and Language Arts for the Black Learner.**

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-5010-1

Pub Date—85

Note—334p.; Prepared under the auspices of the Black Caucus of the National Council of Teachers of English.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50101, \$10.00 member, \$13.00 non-

member).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—African Literature, \*Black Dialects, \*Black Education, Black Literature, \*Black Students, Cultural Influences, Elementary Secondary Education, \*English Instruction, Higher Education, Language Acquisition, Language Arts, \*Learning Processes, Literature Appreciation, Reading Instruction, Student Attitudes, Teacher Attitudes, Teacher Education, Teacher Student Relationship, \*Teaching Methods, Writing Instruction

Intended for teachers of black students at all levels, this book presents teaching approaches and methods that are known to be appropriate for blacks and that are based on both research and practice in the areas of language, reading, writing, and literature. Among the topics discussed in the 43 essays are the following: (1) language and the teaching/learning process; (2) learning to talk, learning to read; (3) black English and the classroom teacher; (4) teacher attitudes and language teaching; (5) deciphering dialect; (6) early childhood development and reading instruction; (7) using a black learning style; (8) closing the generation gap and turning students on to reading; (9) instructional strategies; (10) reading materials; (11) the writing of black poetry; (12) teaching teachers to teach black dialect writers; (13) the composing process of black students; (14) the student/teacher writing conference; (15) using the laboratory approach to enhance writing skills; (16) structuring the college composition class around the black basic writer; (17) using the oral history approach to teach freshman writing; (18) using folk literature in teaching composition; (19) teaching writing to gifted black students; (20) giving writing students feedback; (21) the literature of black America; (22) origins of a black literary tradition; (23) exploring multiethnic literature for children through a hierarchy of questioning skills; (24) the black teenager in award-winning young adult novels; (25) putting Africa into the curriculum through African literature; and (26) integrating vocabulary study into literature courses for entering college students. (HTH)

**ED 252 887** CS 208 757

*Coughlan, Margaret N., Comp. And Others*  
**Children's Books, 1983: A List of Books for Preschool through Junior High School Age.**

Library of Congress, Washington, D.C.

Pub Date—84

Note—17p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, Art, Biographies, \*Books, \*Children's Literature, Elementary Secondary Education, \*Fiction, \*Folk Culture, History, Hobbies, \*Nonfiction, Picture Books, Poetry, Reading Aloud to Others, \*Reading Materials, Sciences

The annotated materials contained in this list of children's books for 1983 have been selected for literary merit, usefulness, and enjoyment, and are intended to reflect a year's publishing with a balance between books to be enjoyed for free reading, for reading aloud, and for individualized reading programs or as background and supplements to the school curriculum. The 176 titles for preschool through junior high school age children are divided into the following areas: (1) picture books; (2) first reading; (3) stories for the middle group; (4) fiction for older readers; (5) poetry and song; (6) folklore and Bible stories; (7) history, people, and places; (8) arts and hobbies; (9) biography; (10) nature and science; and (11) classics. (HTH)

**ED 252 888** CS 208 762

*Wiese, Adair B.*

**MOORE: A Classroom Approach to the Development of Writing Skills at the Upper High School Level.**

Pub Date—Oct 84

Note—5p.; Paper presented at the Annual Meeting of the Florida Council of Teachers of English Fall Conference (Cocoa Beach, FL, October 18-20, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Editing, Modeling (Psychology), \*Models, Peer Evaluation, Revision (Written Composition), Secondary Education, \*Teacher Role, \*Teaching Methods, Writing Evaluation, \*Writing Instruction, \*Writing Processes, Writing Skills

One approach to the development of writing skills at the upper high school level involves modeling, objectivity, revision, and editing. Modeling requires the teacher to reproduce one major writing assignment so that students can observe directly how the teacher attacks the assignment, completing it within the same time frame as they themselves must. Objectivity means reducing subjective reaction to writing assignments by having students use a secret number or symbol to identify papers, refusing to read rough drafts or make in-depth suggestions during the initial composition stage, and assigning each paper two grades—one on mechanics and one on content. Revision requires students to show that they have written at least one rough draft on which they have made visible corrections, and editing involves the exchanging of student papers, with students correcting them and offering suggestions. (HOD)

**ED 252 889** CS 208 767

*Raymond, James C., Ed.*  
**Literacy as a Human Problem.**  
Report No.—ISBN-0-8173-0108-9

Pub Date—82

Note—206p.; Papers presented at the Alabama Symposium on English and American Literature (6th, University, AL, 1979). Published by the University of Alabama Press.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 29579, \$7.50 member, \$9.75 non-member).

Pub Type—Books (010) — Opinion Papers (120) — Collected Works - Proceedings (021)

**Document Not Available from EDRS.**

Descriptors—Adult Literacy, Cognitive Processes, Cultural Influences, \*Educational Theories, \*English, Grammar, \*Language Usage, Legal Problems, \*Literacy, Minimum Competency Testing, \*Reading Research, Reading Skills, Social Problems, Standard Spoken Usage, Technological Advancement, Writing Evaluation, Writing Skills

Identifiers—Luria (A R)  
First presented as papers in a symposium on literacy conducted at the University of Alabama, essays in this volume explore three areas of human literacy—law, linguistics, and the English language; testing; and literacy's relation with culture and human consciousness. Following an introduction examining literacy as a human problem, the following nine papers are presented: "Don't Grammar Count?" (Thomas H. Middleton); "Literacy: A Human and a Legal Problem" (Vivian I. Davis); "Why Good English Is Good for You" (John Simon); "Language: Unites or Divides? The Students' Right in Retrospect" (Elizabeth McPherson); "How Competent Are the Writing Competency Tests?" (Thomas Newkirk); "Who Am I Unless I Know You? Another View of Competence" (Richard Lloyd-Jones); "A Literal View of Literacy" (Edward P. J. Corbett); "Luria on Literacy: The Cognitive Consequences of Reading and Writing" (Frank J. D'Angelo); and "Reading, Technology, and Human Consciousness" (Walter J. Ong). (HTH)

**ED 252 890** CS 208 769

**A Course of Study for Language Arts in Utah.**

Elementary.

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

Pub Date—82

Note—200p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Behavioral Objectives, \*Educational Objectives, Elementary Education, \*English Curriculum, Grammar, \*Language Arts, \*Language Skills, Language Usage, Listening Skills, Literature Appreciation, Reading Instruction, Speech Skills, State Curriculum Guides, Study Skills, Writing Instruction

Identifiers—Utah

Consistent with the Utah State Office of Education philosophy that listening, speaking, reading, and writing are integral aspects of the total curriculum, the strands included in this elementary language arts guide are study skills, affective language, literature, composition, speaking and listening, and grammar and usage. Each of the strands is divided

into general learning objectives that group related student outcomes together. Accompanying each objective are precise statements of measurable language arts behaviors to be demonstrated by the student. All objectives carry a six-digit number (identifying the subject area, level, and strand) and a three-digit number (providing information to the state education agency concerning the relationship of each objective to the general curriculum goals). Objective numbers are used to identify related instructional support materials, including evaluation instruments, record keeping materials, and teaching strategies, as well as commercial materials that can be coded to the objectives. The guide also provides an overview of the curriculum framework, state maturity goals and related curriculum goals, language arts problem objectives, an overview of the course of study and a resource file, language arts scope and sequence charts, and growth and development theoretical foundation charts. (HOD)

ED 252 891 CS 208 779

**Model Curriculum Standards: Grades Nine through Twelve. English/Language Arts, Foreign Language, History-Social Science, Mathematics, Science, Visual and Performing Arts. First Edition.**

California State Dept. of Education, Sacramento. Pub Date—85

Note—306p. Available from—Publications Sales, California State Department of Education, PO Box 271, Sacramento, CA 95802-0271 (\$5.50, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Enrichment, Drama, \*English Instruction, Language Arts, \*Mathematics Instruction, Models, \*Science Instruction, Secondary Education, \*Second Language Instruction, \*Social Sciences, State Legislation, State Standards, \*Visual Arts

Identifiers—California, \*Curriculum Standards  
Designed for use with students in grades nine through twelve, the model curriculum standards in this guide were developed in response to Senate Bill 813 (Chapter 498, Statutes of 1983) of the California Legislature that focused on the reestablishment of high expectations for the content of courses taught in secondary schools and for the level of effort and performance by students. Strands are included for the following curricular areas: English-language arts, foreign language, history/social science, mathematics, science, and visual and performing arts. Within each curricular division, the strands are subdivided into specific topics. All of the standards are boxed on each page and accompanied by representative activities to clarify the ways in which students might more fully understand and internalize the concepts and ideas. (HOD)

ED 252 892 CS 504 772

**Sotirin, Patricia J. Organizational Culture—A Focus on Contemporary Theory/Research in Organizational Communication.**

Pub Date—Nov 84  
Note—38p. Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication (Thought Transfer), Communication Research, \*Cultural Context, \*Organizational Communication, \*Organizational Theories, \*Research Methodology, Research Needs

Identifiers—\*Organizational Culture  
Defining organizational culture as the amalgam of beliefs, mythology, values, and rituals that, even more than its products, differentiates it from other organizations, this paper demonstrates its utility as a synthesizing focus on current ideas about communication in organizations. Modes of thought, dominant paradigms, perspectives on communication and organizations, and research approaches are reviewed using organizational culture as both a basis for comparison and a point of correlation. Divided into nine sections, the paper reviews theories espoused by such researchers as Linda Putnam, George Cheney, Michael Pacanowsky, Nick O'Donnell-Trujillo, and Andrew Pettigrew. (HOD)

ED 252 893 CS 504 795

**Cohen, Marlene International Students as Teachers in College Classrooms.**

Pub Date—3 Nov 84

Note—26p. Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Differences, Culture Contact, Ethnic Relations, \*Foreign Students, Higher Education, \*Intercultural Communication, \*Intercultural Programs, Multicultural Education, Student Needs, \*Student Participation, \*Student Role, Teaching Methods, Two Year Colleges

Foreign students enrolled in colleges and universities in the United States represent a broad range of cultures and could provide the intercultural experiences and wider world view that American students need. At present, however, interaction between these foreign students and their American classmates is minimal. A survey of foreign student advisors and instructors from 16 community colleges in nine states indicated that food fairs, student fairs, and international student clubs were the primary means of bringing American and international students together. Few academic programs appear to exist where American and international students can meet and exchange ideas, yet the classroom is the best place for a campus to begin to widen its horizons. Courses can be designed to focus on intercultural communication or to take up the minority viewpoint on historical, political or social issues. Foreign students can also be invited to guest lecture in appropriate courses. A sampling of foreign students enrolled at Prince George's Community College (Maryland) indicates that the idea of using international students in the classroom gets a favorable response from international students. Some 72% of those surveyed enjoyed being asked to speak about the views and actions of their countries. Similarly, those colleges and universities that have used foreign students as teachers in various ways have reported some significant success with their programs. More campuses, however, need to involve themselves to a much greater degree with international education. (RBW)

ED 252 894 CS 504 798

**Hughes, Jim D. Why Are Women Getting All Those A's?**

Pub Date—Nov 84

Note—31p. Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, \*Communication Research, Communication Skills, Comparative Analysis, \*Females, \*Grading, Higher Education, Males, \*Performance Factors, Sex Bias, \*Sex Differences, \*Speech Communication, Speech Instruction, Speech Skills, Theories

To explain evidence that females receive higher grades in communication courses than males, one researcher has posed a competence/compliance paradox: either, women are more competent communicators and are only judged to be less competent in public life because of prejudice, or, women are not as competent as men in communication as demonstrated in public life and their higher grades in the classroom are an artifact created by the context and their high compliance with instruction. In an attempt to resolve this paradox, discriminant analysis and correlational procedures were used to examine the relationship between grades received by 2,083 male and female students and their communicative responsiveness, as indicated by nine responsiveness scales. The results indicated that the communication patterns of sensitive speaker, sensitive listener, and supportive norm are female-specific patterns and the pattern of problem handler is male-specific. The sensitive speaker pattern is salient to most assignment grades in the course and offers the most likely explanation of why women get higher course grades than men. Although the pattern is a compliance pattern that focuses on the other person, it also represents the fundamental competency in a speech communication course: speaking. The results seem to favor the competence explanation for higher grades for women, but they also suggest that women are communicatively compliant and more competent than males. (HTH)

ED 252 895 CS 504 800

**Berg, Charles M. Visualizing Music: The Archaeology of Music-Video.**

Pub Date—2 Nov 84

Note—26p. Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animation, Audiocassette Recordings, Audio Equipment, \*Dance, Film Production, Media Research, \*Music, Photographic Equipment, \*Popular Culture, Research and Development, \*Technological Advancement, \*Videotape Recordings

Identifiers—\*Media History, Multimedia Performances, \*Music Videos

Music videos, with their characteristic visual energy and frenetic music-and-dance numbers, have caught on rapidly since their introduction in 1981, bringing prosperity to a slumping record industry. Creating images to accompany existing music is, however, hardly a new idea. The concept can be traced back to 1877 and Thomas Edison's invention of the phonograph. That device, with its capacity for freezing segments from time's continuum, coupled with rapid advances then being made in photography, led to the first attempts to simultaneously capture time's oral and visual components. Edison and others worked on linking phonographs and movie projectors, but synchronization remained a problem until the 1920s when Lee DeForest's invention of sound-on-film provided a reliable technology for interlocking and amplifying sounds and images. During the nickelodeon era, theatre owners found it paid to hire singers to lead their audiences in singing popular songs while showing sets of illustrated slides and then offer the sheet music for sale. With the advent of picture palaces, this song-slide practice evolved into the short promotional film for new songs, a form that foreshadowed the development of music videos. Sound films also led to the development of a genre, the musical, that incorporated singing and dancing as well as talk. The ensembles of dancers typical of such early film choreographers as Busby Berkeley and Fred Astaire embellish the latest music videos. Shorts featuring jazz and big band performers proved extremely popular during the 1930s and 1940s. In the 1940s this material began to turn up in the newly introduced slot machine movies, and by the 1960s these machines had evolved into jukeboxes featuring illustrated pop songs with the lyrics backed by choreography and staging. These films directly anticipated music videos not only in their pop music content but also in their kinetic visual style. (RBW)

ED 252 896 CS 504 801

**Young, Marilyn J. And Others A Developmental Project for Student Evaluation of Directors of Forensics. Final Report, October 30, 1975 through August 31, 1976.**

American Forensic Association. Spons Agency—Florida State Univ., Tallahassee. Coll. of Communication.

Pub Date—76

Note—68p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Communication Research, Evaluation Methods, \*Faculty Advisers, Higher Education, \*Persuasive Discourse, \*Student Attitudes, \*Student Evaluation of Teacher Performance, Teacher Attitudes, \*Teacher Evaluation, Test Construction

Identifiers—Forensics Directors

A two-phase study was conducted to develop an instrument for evaluating college forensics directors. In the first phase, randomly selected schools with forensic departments were sent three questionnaires. The department chair of each school was asked to write an evaluation of the current director of forensics, and the director and the students in the forensics program were asked to write a description of the best and the worst director of forensics they had ever known. The essay evaluations were then content analyzed, and from these data an item pool was created. These items were phrased as statements, accompanied by a 15-point response scale. The resulting instruments were then completed by 10 students at each of 21 randomly selected schools. The results of the second questionnaire tended to validate the original content analysis categories in

all but four cases. The results also suggested that there are three dimensions (factors) involved in the evaluation of forensic directors: coaching style, personal effectiveness, and professional characteristics. (HTH)

ED 252 897

CS 504 803

Irwin, Harry

**Communication Competence and Social Interaction Skills in Australian Business Organizations.**  
Pub Date—[84]

Note—46p.; Tables and figures contain small print.  
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Communication, Cognitive Processes, \*Communication Research, Foreign Countries, \*Interpersonal Competence, \*Interpersonal Relationship, \*Measurement Techniques, \*Organizational Communication, Perception, Self Evaluation (Individuals)  
Identifiers—Australia

Within Australian contexts, and within a dialogic, constructivist framework, this paper reports the development of an instrument (COMCOMP) designed to measure perceptions of communication competence among others at the interpersonal-organizational interface and the use of COMCOMP to identify personal characteristics and skills associated with communication competence as relevant goals for training. The paper also reports on an associated study that examined the relationship between self-perceptions of communication competence and selected social psychological and communication variables, namely cognitive complexity, social perspective taking ability, and communication sensitivity. The paper notes that although the personal characteristics and skills associated with communication competence in others are clearly related to the broad skills areas of empathy and sensitivity, these broad skills areas are only weakly related to attribution of communication competence in the self. In addition, the paper analyzes the implications for business educators of these findings. (Author/HOD)

ED 252 898

CS 504 805

Hamble, Dale

**Argumentation and the Unconscious.**

Pub Date—Nov 84

Note—32p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Comprehension, \*Learning Theories, \*Persuasive Discourse, Rhetoric, \*Speech Communication  
Identifiers—Invention (Rhetorical), \*Rules Theory, \*Unconscious Processes

Noting that although explicit attention to the unconscious has been rare in argument theories-the notion is unavoidable in any full theory, this paper argues that the unconscious plays a central role in argumentation. After briefly discussing the characteristics of the unconscious, the first section of the paper presents an analysis of rhetorical invention, which is understood as both creation and judgment of arguments. This section also notes the unconscious processes of invention, including the translation of invention from a primarily imagic modality to a verbal modality. The second section of the paper then discusses the judgment, or editing, of the created ideas. This section examines research on the rules for conversation as an avenue of insight into the invention process, noting that while rules theorists often think in terms of consciously observing rules, some rules carry with them little or no notion of conscious choice. The final section of the paper explores the argument reception, pointing out that most of the work of comprehension and perception is done by the unconscious, using the same imagic and editing processes of invention. The paper concludes that the public text of an argument may be thought of as a bridge between the inarticulate awareness of the two people involved and that rhetoric clearly occupies an intermediary stage between the unconscious and the conscious. (HTH)

ED 252 899

CS 504 807

Metallinos, Nikos

**Visual Space: Empirical Research in Television Z-Axis Staging.**

Pub Date—Nov 84

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association

(70th, Chicago, IL, November 1-4, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Depth Perception, Media Research, Production Techniques, \*Psychophysiology, Research Methodology, \*Research Needs, \*Technological Advancement, \*Television Research, Television Viewing, Visual Aids, Visual Perception, \*Visual Stimuli  
Identifiers—\*Media Imagery

Technological advancements in television images have resulted in an increase of media imagery. One cause of people's fascination with the new media technology is the constant utilization of depth axis staging. The visual elements that make up the image are often placed within the Z-axis, moving rapidly toward or away from the viewer, often vanishing from the screen or blasting toward the viewer unexpectedly. Sometimes, entire frames fly away, flip over or retreat toward the vanishing point. The emphasis on and persistence in the use of depth composition and extraordinary special effects, coupled with the unusually fast advance and retreat of visual space, have been found to have some negative effects on viewer comprehension and understanding of visual space. The combination of rapid inward-outward movement, distorted depth of field, and forceful direction of visual elements placed on the Z-axis disturbs viewer comprehension and diminishes the aesthetic appreciation of such images. Empirical research in the composition of the depth axis in television images would aid in the study of the psychophysiological effects of these images on viewers. Since psychophysiological measuring techniques concern themselves with the covert or hidden responses to communication stimuli such as detection of eye movements or changes in heart rate, they would be the most suitable for the study of such new and complex media images. (HOD)

ED 252 900

CS 504 808

Feldman, Wendy Johnson, J. David

**On the Conference as an Integrating Mechanism.**

Pub Date—Feb 85

Note—28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Presso, CA, February 16-19, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Conferences, Group Discussion, \*Group Dynamics, \*Group Unity, \*Interaction, Interprofessional Relationship, Job Satisfaction, Morale, \*Organizational Climate, \*Organizational Communication, Organizational Development, Organizations (Groups), Work Environment

Due to their increasing complexity, modern organizations require more effective integrating mechanisms. The conference, which can be a very positive thing for an organization as it provides rewards for members while performing a crucial communication function for the whole, is one possible mechanism. Communication is not only an inherent part of the integration process; it is, in fact, the primary means by which integration is achieved. To be successful, a conference must have clearly defined goals and an organizational climate that encourages participation. Similarly, conferees must have enough background in common to ensure a minimal level of understanding, as well as a willingness to work toward attaining conference goals. A successful conference increases understanding, agreement, and interaction among conferees, and thus more effective integration. Increased integration, in turn, heightens coordination and control, assists in maintaining organizational cultures, and facilitates the flow of information within the organization. (RBW)

ED 252 901

CS 504 809

Corcoran, Farrel

**Teaching Media Studies in Maximum Security Prisons.**

Pub Date—Nov 84

Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Classroom Communication, \*Classroom Environment, \*Correctional Education, Correctional Institutions, Discipline, \*Prisoners, Speech Communication,

Teacher Attitudes, Teacher Response, \*Teacher Role, Teacher Student Relationship, \*Teaching Conditions

Some of the difficulties involved in teaching inside maximum security prisons, and ways a media studies teacher met these challenges, are described in this paper. The first section of the paper deals with the prison security system and the stresses it can cause for both teacher and student, while the second section discusses the influence of the public and public opinion on prison educational programs. The third section offers suggestions on how to adjust classroom practice to take account of the range of nonverbal communication behaviors that are an essential part of prison culture, and the fourth explores the need for a flexible course structure that can be adapted to meet the expectations of class members. The fifth section looks at the heightened level of political awareness found in the prison student population and suggests that in this unconventional setting media studies have the potential to become a powerful learning tool. The concluding section observes that the atmosphere in maximum security institutions is not conducive to learning and cautions prospective prison teachers against expecting too much from their students. (RBW)

ED 252 902

CS 504 810

**New Zealand Speech Board Syllabus 1985-90.**

**Speech and Drama, Public Speaking, and Vocational Speech.**

New Zealand Speech Board, Wellington.

Pub Date—84

Note—93p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Certification, Drama, Educational Assessment, Educational Objectives, Foreign Countries, Graduation Requirements, Professional Associations, Public Speaking, \*Speech Communication, \*Speech Skills, \*Test Format, \*Testing Programs, Test Manuals, Vocational Education

Identifiers—New Zealand

Examination syllabi developed by the New Zealand Speech Board and designed to meet and supplement educational requirements at the primary, secondary, and tertiary levels in schools, youth and recreational groups, theatre schools, speech and drama studios, and adult vocational training centers are outlined in this booklet. The introductory section of the booklet examines the aims and objectives of the Board's program and provides details about the examination procedures and examination regulations. The remainder of the booklet is devoted to syllabi for three subject areas: speech and drama, public speaking and communication, and vocational speech. Each of these subject areas has its own series of tests that begin on an introductory level and move up through eight levels of increasing difficulty, paralleling students' progress from elementary school through high school. For those intending to teach these subjects, the booklet presents advanced level exam syllabi, the successful completion of which lead to the awarding of associate, licentiate, and fellow diplomas. The booklet also delineates various certificate examinations and special paper projects for each subject area. (RBW)

ED 252 903

CS 504 811

Hay, Ellen A.

**Media and the Small College-Try Cable.**

Pub Date—Nov 84

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cable Television, Educational Television, Higher Education, Program Descriptions, Program Development, \*School Community Relationship, Speech Communication, \*Speech Instruction, \*Teaching Methods, Telecommunications

Cable television's local access option may be a way for colleges and universities to expand their media offerings. For example, some institutions are using cable capabilities to broadcast direct and in-service instruction or to provide hands-on training for broadcast students. A small private liberal arts college in Iowa successfully uses cable facilities to offer an introductory course in television production. The college also uses the public access channel to broadcast an introductory survey course of the



fine arts, comprised of class discussion sessions and written evaluations, and a series of videotaped programs interviewing individuals involved in the arts. Educators should keep the following recommendations in mind as they consider implementing media programs through public access television: (1) they must become more aware and more involved in the negotiations of local cable franchise agreements, (2) they must keep informed of regulations and legislation that could influence cable systems, and (3) they must increase their planning for and use of cable facilities before the technology is absorbed solely for entertainment purposes. (HTH)

ED 252 904 CS 504 812

Fowler, Gene D.  
Philosophical Assumptions and Contemporary Research Perspectives: A Course Supplement.

Pub Date—Nov 84

Note—32p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Communication Research, \*Comparative Analysis, \*Educational Philosophy, \*Educational Theories, \*Higher Education, \*Instructional Materials, \*Research Methodology, \*Scientific Methodology

Identifiers—\*Humanistic Research, \*Phenomenological Research, \*Theory Practice Relationship

To supplement course materials for classes in communication theory and research methods, this paper compares philosophical assumptions underlying three approaches to communication research: scientific, which stresses quantitative methods of analysis; humanistic, which encompasses many conflicting techniques but has as a common element the modification of strictly quantitative methodology to include qualitative aspects; and phenomenological, which emphasizes language and users of language. The paper illustrates the interrelationship between theory and methods by contrasting the three approaches on four theoretical bases: (1) definition of subject matter, (2) identification of observational and analytical units, (3) concept of human action, and (4) structure of explanation. Acknowledging that a complex phenomenon such as spoken language can be studied in many different ways and noting support in the research literature for a pluralistic view of methods appropriate to the study of spoken language, the paper concludes that no single perspective can provide a full explanation of the process as well as an understanding of the "processing," and that the humanistic approach has the potential for wedding the traditional and phenomenological by using the approaches at different points in the entire research processes. (HTH)

ED 252 905 CS 504 813

Valentine, Carol And Others  
Children's Attempts to Verbally Label an Unfamiliar Object: An Exploratory Study.

Pub Date—Jan 85

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, \*Cognitive Development, \*Communication Research, \*Concept Formation, \*Developmental Stages, \*Elementary Education, \*Language Acquisition, \*Language Research, \*Language Skills, \*Sex Differences, \*Student Reaction, \*Verbal Communication

Identifiers—Labeling (of Objects), \*Relational Concepts

In an effort to describe the linguistic relational categories used by elementary school children, 75 children in grades one through six were asked to complete a puzzle by placing each of three identical triangles on a drawing of a fish, one on the dorsal, one on the ventral, and one on the tail. A piece of Velcro was attached to the back of two triangles. The third piece contained no Velcro backing and hence would not adhere to the puzzle. The children were requested to ask their teacher for an additional piece of the material, but were not told the name of the material. It was hypothesized that as age increased, so would the number of descriptive categories used. Their verbal requests to the teacher were categorized according to 24 possible relational categories. An analysis of grade level and sex revealed no developmental trends as to the number or type of categories used. An analysis of their responses to

the experimenter in the puzzle situation was also made. While about half of the children attempted to find out the name of the material, no trends in age level or sex were detected. It was concluded that the task placed linguistic demands upon the children that were greater than they could cope with considering their limited experience with Velcro and that coping mechanisms were no more sophisticated at one level than another. (The appendix contains illustrations of responses in each class.) (Author/HOD)

ED 252 906 CS 504 816

Copeland, Gary A. Davis, Donald M.  
Political and Social Issues as Predictors of Attending to Religious Broadcasts.

Pub Date—5 Apr 84

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 4-7, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Comparative Analysis, \*Mass Media Effects, \*Political Attitudes, \*Political Issues, \*Political Socialization, \*Public Opinion, \*Religion, \*Television Research

Identifiers—\*Audience Analysis, \*Religious Broadcasting

Acknowledging fears of electronic church critics that audiences will adopt the conservative political messages espoused by evangelical broadcasters, a study was conducted to determine the political and social issues that best predict attendance to religious broadcasts. A secondary analysis was conducted of existing data from a statewide telephone survey of residents of Alabama. Interviewees in the survey were questioned about political beliefs, attitudes, and knowledge; race relations; religious orientation; media use; and demographic information. A pool of 20 items dealing with political and social issues, political anomie, and racial attitudes was selected for possible use as predictor variables in the discriminant analysis. The results of the analysis indicated that fundamentalist issues, political distrust, political power, and political knowledge tended to be the areas of distinction between viewers and nonviewers of religious broadcasts. Viewers tended to be more opposed to the Equal Rights Amendment, pornography, and abortion than did nonviewers. Viewers also favored prayer in school and gun control more strongly than did nonviewers. There appeared to be a sense of political estrangement among viewers, who found politics and government more complicated and legislators losing touch with them. At the same time, viewers had a greater sense that political power wielded at the ballot box is the only way of controlling the political process. Nonviewers tended to exhibit greater political knowledge than did viewers. (HTH)

ED 252 907 CS 504 817

Studdert-Kennedy, Michael, Ed. O'Brien, Nancy, Ed.

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, July 1-December 31, 1984.

Haskins Labs., New Haven, Conn.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.

Report No.—SR-79/80-(1984)

Pub Date—84

Contract—NICHD-NO1-HD-1-2420; ONR-N00014-83-K-0083

Grant—NICHD-H-16591; NICHD-HD-01994; NIHRRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-BNS-8111470

Note—258p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Articulation (Speech), \*Communication Research, \*Elementary Secondary Education, \*Japanese, \*Language Research, \*Learning Disabilities, \*Listening Comprehension, \*Phonetics, \*Reading Difficulties, \*Second Languages, \*Serbo-Croatian, \*Speech Communication, \*Speech Handicaps, \*Speech Pathology, \*Speech Skills, \*Spelling, \*Vowels

One in a series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical research applications, this document contains 17 research reports. Topics discussed in the reports are as follows: (1) dynamic modeling of phonetic structure; (2) coarticulation as a component in articulatory description; (3) contextual effects on lingual-mandibular coordination; (4) the timing of articulatory gestures; (5) the onset of voicing in stuttered and fluent utterances; (6) phonetic information integrated across intervening nonlinguistic sounds; (7) parameters of spectral/temporal fusion in speech perception; (8) monitoring for vowels in isolation and in a consonantal context; (9) the perception of /l/ and /r/ by native speakers of Japanese; (10) a theoretical note on speech timing; (11) reconciling monophthongal vowel perceptions and continuously varying F patterns; (12) synergies—stabilities, instabilities, and modes; (13) repetition and comprehension of spoken sentences by reading disabled children; (14) spelling proficiency and sensitivity to word structure; (15) effects of phonological ambiguity on beginning readers of Serbo-Croatian; (16) verticality unparallelled; and (17) reiterant speech production. (HOD)

ED 252 908 CS 504 818

How Can the Federal Government Best Decrease Poverty in the United States? National Debate Topic for High Schools, 1984-1985, Pursuant to Public Law 88-246.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—S-98-25

Pub Date—84

Note—855p.; Contains many pages of small print. Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF05/PC35 Plus Postage.

Descriptors—\*Debate, \*Federal Government, \*Government Role, \*High Schools, \*Living Standards, \*Persuasive Discourse, \*Poverty, \*Public Policy, \*Quality of Life, \*Social Problems, \*Speech Communication

Identifiers—\*National Debate Topic

Designed to facilitate research, preparation, and presentation of arguments for the national debate topic, this manual summarizes trends in poverty over the past 24 years, examines reasons for changes in the rate of poverty, discusses demographic characteristics of the poverty population, and analyzes methods used to calculate the number of poor Americans. The volume begins with a collection of articles and excerpts from books that present a general background on poverty and issues surrounding potential government policies directed at reducing poverty. Subsequent parts are devoted to each of three debate propositions: that the federal government should (1) guarantee a minimum annual cash income to all United States citizens, (2) adopt a negative income tax to assist all citizens living in poverty, and (3) provide employment for all employable citizens living in poverty. The manual concludes with a guide to information sources and brief bibliographies of selected additional readings and available government publications. (HTH)

ED 252 909 CS 504 820

Varian, Robert A. And Others

The "Daily Oklahoman" and Persuasion in the Early 1980 Presidential Campaign and A Response by Paul D. Harper.

Pub Date—84

Note—26p.

Journal Cit—Journal of the Oklahoma Speech-Theatre-Communication Association; n7 p27-49 Fall 1984

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Influence, \*Comparative Analysis, \*Conservation, \*Content Analysis, \*Editorials, \*Mass Media Effects, \*Media Research, \*Newspapers, \*Persuasive Discourse, \*Politics, \*Press Opinion, \*Public Opinion

Identifiers—\*Democratic Party, \*Editorial Policy, \*Political Campaigns, \*Republican Party

A content analysis was conducted of 203 editorials from the "Daily Oklahoman" from the first six months of the 1980 presidential campaign. The analysis was based on two assumptions: (1) the tone of the 1980 presidential campaign essentially was set after only six months of official campaigning, and (2) the "Daily Oklahoman" editorial page, which often relies on nationally syndicated conservative columnists, reflected the conservative trend

that ultimately shaped the election. The analysis indicated that the total number of editorials concerning the three Democratic candidates (93) clearly surpassed the attention granted the eight Republican candidates (79). President Carter received almost half the Democratic editorials, and approximately one third of those were unfavorable. Edward Kennedy received the remaining Democratic editorials and nearly half of those were critical of him. No editorials examined the candidacy of Jerry Brown. Of the Republican editorials, John Anderson's 10 were mostly unfavorable, and George Bush's, for the most part, dealt with factual information, most often in a favorable tone. John Connally, Philip Crane, and Robert Dole received little or no editorial coverage. Ronald Reagan received a considerable amount of editorial analysis throughout the campaign, a total of 35 editorials, almost all favorable. The study concluded that editorial policy was clearly in favor of conservative candidates, often at the expense of moderates and liberals. (A response to the study by a communications faculty member examining problems in the assumptions and in the methodology is included). (HTH)

ED 252 910

CS 504 821

Baker, David P.

Tracing Consequences of Policy Action: A Basis for Disadvantage Arguments.

Pub Date—84

Note—16p.

Journal Cit—Journal of the Oklahoma Speech-Theatre-Communication Association; n7 p75-89 Fall 1984

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Debate, Decision Making, Goal Orientation, Higher Education, \*Models, \*Objectives, \*Persuasive Discourse, \*Policy Formation, \*Speech Communication

The growth in the popularity and importance of disadvantage arguments in debate has been, in some measure, due to the growing belief that debate should be viewed from a policy-making perspective. And, with the focus of contemporary debate shifting to the consequences of policy actions, there has been a concurrent increase in the sophistication of affirmative plans. Most affirmative teams not only carefully construct plans in order to avoid disadvantage arguments, but also tend to choose case areas that seem to be least prone to disadvantages. Thus, a policy optimization model can be useful to the debater for tracing the consequences of policy action. It allows the negative to place affirmative policies into the perspective of general goals so that specific sources of policy dysfunction may be discovered. By using the bell-shaped benefit curves and valley-shaped cost curves, a policy can be determined to be at its optimal level when the policy reaches a point that is at the greatest distance between costs and benefits. This implies that a policy designed to achieve a given objective may be adopted in varying degrees or that different policies may be adopted along a continuum of effect toward a goal. By using the model, policy actions can be compared to the desired objectives of the policy. If it can be agreed that a goal can be achieved in varying degrees and that there are desirable limits of policy effect, then the further application of this model will serve to clarify many sources of policy dysfunction. (HOD)

ED 252 911

CS 504 823

MacPherson, Bernadette M.

Mediation: The Application of Interpersonal Skills in a Legal Setting.

Pub Date—Nov 83

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Arbitration, \*Conflict Resolution, Court Litigation, \*Grievance Procedures, \*Human Relations, Interpersonal Communication, \*Interpersonal Relationship, Problem Solving, \*Speech Communication

Identifiers—\*Mediation

Like other types of dispute resolution, mediation brings the parties in conflict together to solve their problems. It provides a fresh perspective by introducing a third party who is entirely neutral and is

skilled in helping parties solve their problems. With the increasing dissatisfaction with the formal justice system, mediation has been established as another alternative to resolving disputes because of its unique features. Unlike the adjudication or arbitration process, the mediation conference is conducted informally: rather than by examination, the facts are gathered in a narrative fashion; contrary to formal legal procedure, the rules do not apply. Finally, except for the mediation contract, no record is kept of the mediation session. Each disputant is encouraged to participate fully in each step of the process and the sole responsibility of the mediator is to assist the parties in developing a mutually satisfying solution to the grievance. Skilled in communication strategies, the mediator must be able to help the disputants improve their own communication skills. This can be done in a variety of ways, all geared toward structuring the environment for successful problem solving strategies. Since the late 1960s, over 200 mediation programs have sprung up across the country. Because speech communication specialists—particularly in the field of interpersonal communication—are human relations specialists, they may find mediation a new avenue for exercising their talents. (HOD)

## EA

ED 252 912

EA 016 932

The Culture of an Effective School. Research Action Brief Number 22.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Contract—400-83-0013

Note—5p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (single issues free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Behavior Modification, Educational Change, \*Educational Environment, \*Educational Objectives, Educational Philosophy, Educational Quality, Elementary Secondary Education, \*Leadership, Leadership Qualities, Learning, Norms, Organizational Development, \*Principals, \*School Effectiveness, School Role, Values

Identifiers—\*Effective Schools Research

Effective schools have staffs that stress the importance of educational goals and have a well-defined mission. They also clearly communicate the expectation that all students can and will reach the stated goals. Reviews of studies of exemplary schools find that the principals express high expectations for both teacher and student performance, while the teachers have high expectations for their students. Effective schools have a climate conducive to student attainment, whereas declining schools project a negative climate and a belief that students cannot attain educational goals. An orderly learning environment is another important factor in effective schools and further reflects a positive school attitude and climate. The most consistent finding in school effectiveness research is the importance of the principal's strong leadership role. The principal sets the tone for the school and reinforces the positive school climate. Since schools are distinguished by a complex set of cultural processes, the modification of this "culture" in ineffective schools is not a simple matter. One effective method for improvement is the use of organizational development techniques specifically designed to alter the norms of an organization. Behavior modification techniques can also be used to alter a school's norms. A body of literature geared to the "cultural" view of school change has recently emerged; "Creating Effective Schools" by Wilbur Brookover is recommended to school principals as a source of guidelines for improving a school. (MD)

ED 252 913

EA 017 260

Teacher Collegiality. The Best of ERIC on Educational Management Number 78.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 85

Contract—400-83-0013

Note—5p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Evaluation Methods, \*Interprofessional Relationship, Participative Decision Making, \*Peer Evaluation, \*Practicum Supervision, Teacher Attitudes, Teacher Effectiveness, \*Teacher Evaluation, Teacher Improvement, Teacher Influence, Teacher Motivation, Teacher Participation, \*Teacher Supervision

Identifiers—ERIC

This brochure provides brief descriptions of 11 recent documents and journal articles selected from the ERIC database by the ERIC Clearinghouse on Educational Management (University of Oregon), all on the broad topic of teacher collegiality. The works reviewed are as follows: "A New Model for Professionalizing Teacher Evaluation," by John R. Ban and John R. Soudah (from "Peabody Journal of Education"); "Using Observation to Improve Your Teaching," by Jere E. Brophy; "Reflective Teaching as a Strategy for Teacher Growth," by Donald R. Cruickshank and Jane H. Applegate (from "Educational Leadership"); "The Collegial Evaluation Program: A Manual for the Professional Development of Teachers (Field Test Edition)," by Sanford M. Dornbusch and others; "Peer Observation: A Means for Supervisory Acceptance," by Elmer C. Ellis and others (from "Educational Leadership"); "It Takes One to Know One—Advocating Colleagues as Evaluators," by Donald R. Grossnickle and Thomas W. Cutter (from "NASPP Bulletin"); "Looking for Good Teaching: A Guide to Peer Observation," by Barbara B. Helling; "Collegial Support: An Alternative to Principal-Led Supervision of Instruction," by Jerrold D. Hopfengardner and Ronald Walker (from "NASPP Bulletin"); "Peer Observation Improves Teacher Performance," by Christopher Lemppis (from "NASPP Bulletin"); "Peer Clinical Supervision: Theory vs. Reality," by Shirley A. McPaul and James M. Cooper, reviewed along with two responses by Lee F. Goldsberry and Robert J. Krajewski, respectively (from "Educational Leadership"); and "On Models of Supervision in General and on Peer-Clinical Supervision in Particular," by John C. Thompson III. Bibliographic citations and ERIC accession numbers are provided for each entry. (TE)

ED 252 914

EA 017 327

Roberts, Jane M. E. Newcombe, Ellen I.

Supervision: Practice and Preference in the State of Maryland.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Maryland State Dept. of Education, Baltimore; National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Note—95p.; Appendixes and some tables may reproduce poorly due to small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Administration, Elementary Secondary Education, \*Evaluation, \*Instructional Improvement, \*Organizational Development, Questionnaires, School Districts, Superintendents, Surveys, \*Teacher Supervision

Identifiers—\*Maryland

Results of a study of practices and preferences in teacher supervision and evaluation in Maryland public schools are reported. The study surveyed supervisory practices in 24 local education agencies (LEAs) through a survey questionnaire and a literature search. The report identifies 18 key findings and issues relating to supervision, including the following: (1) The larger the district, the more teachers are supervised by any one supervisor. (2) More attention is paid to the "means" of data collection than to the "end" of instructional improvement. (3) In practice, assistant supervisors, central office supervisors, and school-based supervisors rarely have a common understanding of the purpose, philosophy, and process of supervision. (4) Supervisors prefer to be independent and want to develop greater expertise in using relevant research. The study also found a wide range of perspectives, expertise, and approaches in locally developed materials for super-

vision and evaluation. While diversity may be appropriate, the researchers felt there should be cohesion with an LEA and stronger evidence of activity to improve instructional practice. LEA's may benefit from applying a process of interactive strategic planning, improving coordination, reducing organizational complexity, and focusing on improvement of supervision. Included are 20 tables and a 4-page bibliography. Ten appendices provide summaries of models of supervision study. (MD)

**ED 252 915**

EA 017 370

Levin, Henry M.

**Costs and Cost-Effectiveness of Computer-Assisted Instruction.**

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IFG-PR-84-A21

Pub Date—Sep 84

Note—38p.

Available from—IFG Publications, CERAS Building 402S, Stanford University, Stanford, CA 94305 (Order No. 84-A21; \$2.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Adults, Class Size, \*Computer Assisted Instruction, Computers, Computer Software, \*Cost Effectiveness, \*Costs, Cross Age Teaching, Elementary Education, Extended School Day, Input Output Devices, Mathematics Skills, \*Microcomputers, \*Minicomputers, Peer Teaching, Reading Skills, School Districts, Tutoring

The purpose of this paper is to examine what is known about the costs and cost-effectiveness of computer-assisted instruction (CAI) by presenting an appropriate cost methodology, applying it to CAI, and exploring the validity of four popular assumptions. These assumptions are: (1) that computer hardware accounts for most of the cost of delivering CAI; (2) that drastic declines in future costs of computers will create similar reductions in CAI; (3) that networks of microcomputers used for CAI are less costly than minicomputers with similar capabilities; and (4) that CAI has been found to be more cost effective than other instructional alternatives. The first three assumptions are directly contradicted by the available evidence. With respect to cost-effectiveness in raising student achievement in mathematics and reading, CAI was found to be more cost-effective than reducing class size, increasing the length of the school day, or adult tutoring, but considerably less cost-effective than peer tutoring. A bibliography of 11 citations is appended. (Author/MLF)

**ED 252 916**

EA 017 372

Benderson, Albert

**Financing Excellence in Public Education. Focus**

13.

Educational Testing Service, Princeton, N.J.

Pub Date—84

Note—29p.

Available from—Publication Order Services, Educational Testing Service, Department I-101, Princeton, NJ 08541-0001 (\$1.25; quantity discounts).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Block Grants, Educational Administration, \*Educational Finance, Educational Quality, Educational Vouchers, Elementary Secondary Education, \*Equal Education, \*Federal Aid, Finance Reform, Futures (of Society), Government School Relationship, Minority Groups, Poverty, Private Schools, Property Taxes, \*Retrenchment, State Aid, Tax Credits, Tuition, Urban Schools

Identifiers—\*Excellence in Education, \*Nation at Risk (A)

"A Nation at Risk" and other recent reports have focused public attention on excellence in education. During the same period, the federal government has cut aid to education by almost 20 percent and consolidated federal funding into block grant programs, which some critics have claimed are less efficient than programs before consolidation. Tax reforms in 19 states limited growth of state spending or taxation between 1976 and 1981. Given this backdrop of taxpayer revolts and cuts in federal aid, the prognosis for financing the recommended educational reforms seems grim. Campaigns to raise voter consciousness have overcome voter resistance to raise school taxes in some areas. The Ohio 1983 election

is a prime example; there, tax reforms that would have drastically cut education support were successfully defeated. A number of other states have mobilized support for education, but the trend is not uniform. Support for education has decreased in many states. Some educators question whether there is a direct correlation between spending and academic achievement. Others suggest that schools should be run like businesses for maximum savings. Some fear that the search for excellence has reduced the commitment to educational equity, while others argue for a radical restructuring of educational finance through tax credits or tuition vouchers. Perhaps the realization of America's declining position in world markets provides the best hope that the educational excellence movement will have a permanent impact on education. (MD)

**ED 252 917**

EA 017 387

**Elementary School Finance Manual.**

National Catholic Educational Association, Washington, D.C.

Pub Date—84

Note—135p.; Produced through the joint efforts of the Department of Elementary Schools and the Office of Development.

Available from—Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 (\$10.00 prepaid; quantity discounts).

Pub Type—Guides - Non-Classroom (055) - Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Accounting, Administration, Budgets, \*Catholic Schools, Cost Estimates, Donors, \*Educational Finance, Elementary Education, Endowment Funds, Expenditures, Fund Raising, Income, Investment, Money Management, Planning, \*Private Schools, Salaries, \*Tuition, Volunteers

Developed to assist those responsible for financial matters in Catholic elementary schools, this manual presents each topic briefly and simply, taking into account administrators' minimal formal financial training. It is divided into six sections. Chapter 1, "Daily Financial Operations," describes the specifics of handling receipts, billings, and expenditures, and gives examples of double- and single-entry accounting systems. An appendix illustrates the systems outlined. Chapter 2, "The Annual Budget," outlines the steps involved in preparing budgets and includes four appendices. "Tuition," chapter 3, provides a detailed discussion of the pricing formula and time of collection along with five appendices with sample forms. "Long-Range Planning," chapter 4, delineates the differing roles and responsibilities of the pastor, principal, and school board in planning development, and includes eight appendices. Chapter 5, "Fundraising," presents different fund-raising strategies and includes detailed examples. In chapter 6, "Steps Toward Development," the process involved in operating a development fund is outlined. (MD)

**ED 252 918**

EA 017 388

Graeber, Anna O. And Others

**Capacity Building for a School Improvement Program, Achievement Directed Leadership.**

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date—Dec 84

Note—187p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Educational Strategies, Elementary Secondary Education, \*Instructional Improvement, \*Management Systems, Performance Factors, Program Development, Program Effectiveness, Program Evaluation, Program Implementation, \*Research Utilization, \*Staff Development, Systems Development

Identifiers—Achievement Directed Leadership Program, \*Capacity Building, Instructional Leadership

This report describes and evaluates efforts to enhance school districts' capacity to implement and institutionalize the monitoring and management system for an instructional leadership program called Achievement Directed Leadership (ADL). Chapter one introduces the report's methodology, limitations, and structure. Chapter two first states the purpose of ADL—to help educators use research findings to improve student achievement; then it identifies crucial variables in achievement and outlines a process for influencing these variables. Finally, the chapter describes five strategies used to build district capacity: allowing districts substantial

flexibility in implementation; planning, and orienting and training personnel, from the top down; using special activities to introduce innovations and build each district's organizational skills; providing onsite technical assistance; and directing activities toward long-term goals. Chapter three discusses the leadership plan for ADL, activities designed to sustain its implementation, and support materials. The next two chapters analyze the capacity-building process in three school districts. Chapter four discusses orientation, planning, and training; chapter five discusses implementation, evaluation, and institutionalization. Conclusions regarding each of the five strategies and conditions affecting implementation complete the report. Appendices present a summary of data collection methods used, tables showing implementation patterns, and an interpretation on achievement gains. (MCG)

**ED 252 919**

EA 017 390

Lawton, Stephen B.

**The Public Funding of Roman Catholic Secondary Schools in Ontario: Implications for Educational Finance.**

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Nov 84

Grant—SSHRC-410-83-1229

Note—30p.; Paper presented at the OCLEA conference, "The Funding of Roman Catholic Secondary Schools: Issues and Implications" (Toronto, Ontario, Canada, November 8-10, 1984).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Catholic Schools, \*Educational Finance, Elementary Secondary Education, \*Equalization Aid, Foreign Countries, \*Private School Aid, \*Program Effectiveness, Program Evaluation, School Funds, \*State Aid, State Programs

Identifiers—\*Ontario

The decision to extend the public funding of Roman Catholic schools to include grades 11 through 13 carries with it both minor and major implications for the finance and organization of elementary and secondary education in Ontario. If the school grant plan is to be successfully adopted, the following issues need immediate attention: (1) the definition of separate and public ratepayers; (2) the level of funding for grades 9 and 10 in the separate schools; (3) the adequacy and impact of grants for small schools and school boards; and (4) the short-term implementation costs as they relate to the exchange of staff, students, buildings, and other capital assets between boards. Major implications of this decision include the following points: (1) the long-term effects of the technical details of how education is financed can be substantial; (2) policymakers should therefore act knowingly; (3) policymakers should move with restraint, evaluating the effects of decisions as change occurs; and (4) policymakers must be concerned with the extent to which the economic prosperity of the Golden Horseshoe area of Ontario is utilized, for this might endanger the area's ability to drive the economy of Ontario and Canada. (DCS)

**ED 252 920**

EA 017 397

Unruh, W. R. Johnson, F. T.

**ASTA Workshop on the Changing Role of the Principal.**

Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Jun 83

Note—73p.; Portions of text are printed on colored paper.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Administrator Role, Elementary Secondary Education, \*Evaluation, Foreign Countries, Individual Needs, \*Principals, Program Effectiveness, Questionnaires, \*Workshops

Identifiers—\*Alberta

This report presents results from an evaluation of a series of workshops on the role and function of the school principal, held in Alberta, Canada in 1983. The workshops were designed to assist school systems in defining the role and function of principals as a step toward developing policies for implementing changes related to the principalship. The evaluation consisted of administering a series of three questionnaires to participants of the workshops as well as onsite observations made by the evaluators while attending the workshops. The evaluators found that the workshops were well-received and



that workshop objectives were generally achieved. The workshop participants were found to have different needs, and as the workshops continued the presenters adjusted the content appropriately. The report includes detailed analyses of the 3 questionnaires administered, 20 tables, and copies of the 3 complete questionnaires. (MD)

ED 252 921 EA 017 398

Ingram, E. J. *And Others*  
Orientations to Action: A Study of Attendance Area Policies. A Report.

Alberta Univ., Edmonton. Dept. of Educational Administration.  
Pub Date—Jul 84

Note—169p; Prepared for the Board of Trustees of the Spirit River School Division #47.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Board of Education Policy, Delivery Systems, Educational Assessment, Educational Quality, Foreign Countries, Parent Attitudes, Rural Schools, School Demography, School Location, School Size, School Zoning, Student Transportation

Identifiers—Alberta, Spirit River School Division AB

Intended to help a rural Alberta (Canada) school district improve its policies on school attendance areas, this report delineates (1) current policies and procedures; (2) the institutional, social, and environmental context of these policies; (3) parents' concerns; (4) alternatives for improving the district's policies; and (5) recommendations. The central policy issues discussed are school bus service, whether or not attendance areas should remain "closed," and the costs and benefits of maintaining a decentralized school system. Following an executive summary and introduction, the initial chapter outlines these concerns and reports on an investigation of parents' views on these and related issues. The following chapter briefly summarizes a literature review and reports survey findings on policies in other jurisdictions of Alberta. The next chapter describes internal and external conditions bearing on policy. Next, alternative models of quality education, planning and decision-making, school attendance areas, and transportation are discussed. The final chapter recommends strategies from among these alternatives and suggests procedures for applying this report. Appendixes present the original proposal for this study; questionnaires sent to parents, with tabulated results; a schedule for parent interviews; a comprehensive review of the literature on attendance areas in North America; and the survey sent to other school districts, with a summary of its results. (MCG)

ED 252 922 EA 017 406

Nicholson, George *And Others*  
School Safety & the Legal Community.

National School Safety Center, Sacramento, CA. Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention; Pepperdine Univ., Malibu, Calif.

Pub Date—85  
Grant—84-JS-AX-004

Note—27p.

Available from—Publication Sales, National School Safety Center, 7311 Greenhaven Drive, Sacramento, CA 95831 (single copies free).

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Cooperative Planning, Court Judges, Court Role, Educational Cooperation, Educational Legislation, Elementary Secondary Education, Lawyers, Legal Education, Prevention, Professional Development, Program Content, School Security, Truancy

Identifiers—California School Safety Center, National School Safety Center, Professional Role

The role of the legal community in ensuring school safety is discussed, and effective anti-school-crime programs involving attorneys and judges are described. Introductory passages comment on the overall role of courts and lawyers in education, the current national concern over crime and violence in schools, and national and California initiatives to make schools safer. The following section discusses, first, recent legal developments in California, including a constitutional amendment intended to guarantee school safety; and second, ways in which lawyers can help educators reduce violence, including inservice training, cooperative

lobbying efforts and legal brief preparation, joint conference presentations, cooperative programs to educate students in law and citizenship, and innovations in juvenile court practices. Brief descriptions of effective programs complete the report. The programs cited are those of the counties of San Joaquin, San Diego, and Ventura (in California); Chicago, Illinois; New York City; and Florida. Although these programs vary widely in scope and techniques, all are based on interagency cooperation and emphasize prevention. (MCG)

ED 252 923 EA 017 410

Gable, Sherry K. *Kavich, Larry L.*  
Ethical Perspectives: Leadership Subscales Applied to Education.

Pub Date—81  
Note—17p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Theories, Educational Administration, Elementary Secondary Education, Ethics, Leadership Qualities, Models, Organizational Theories, School Administration

Identifiers—Contingency Theories, Leader Behavior Description Questionnaire, Path Goal Theory

Ethical perspectives are needed to gain insight into the history of leader behavior, especially as related to the current emphasis on contingency and Path-Goal Theories. An instrument to help select professionals who reflect ethical traits is the Leadership Behavior Description Questionnaire with 12 leadership subscales (LBDQ, Form XII). Selected questions illustrate the LBDQ and the 12 subscales. Two major leadership subscales developed in relation to the LBDQ are "Initiation of Structure," the more formal classical bureaucratic subscale; and "Consideration," the more socially humanistically-oriented subscale. High scores on both Initiation of Structure and Consideration mean positive ethical perspectives for leadership potential. Therefore, if one were to use the LBDQ, Form XII and its 12 subscales, one could determine who is best qualified for leadership roles. The appendixes contain a synopsis of the instrument questions pertaining to Initiation of Structure and Consideration; a chart of how these two leadership dimensions are currently related to organization cohesiveness; and a summary of the work and applied theories of the following theorists: Fredrick W. Taylor, Max Weber, Abraham Maslow, Frederick Herzberg, Douglas McGregor, Andrew Halpin, Fred Fiedler, P. B. Evans, and R. J. House. A 22-item bibliography is included. (MLF)

ED 252 924 EA 017 411

Moriarty, Karen M.  
Win-Win Bargaining: Thirty Days to a Contract.

Pub Date—Nov 84  
Note—5p; Paper presented at the Annual Meeting of the Association of Negotiators and Contract Administrators (Clearwater Beach, FL, November 7-9, 1984).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, Elementary Secondary Education, Methods, Models, Negotiation Agreements, Organizational Development, Problem Solving, Public School Teachers

Identifiers—Board Teacher Relationship, Consensus Models, Win Win Bargaining

Using an innovative bargaining model, a Chicago-area (Illinois) school district negotiated a teacher contract in under 30 days in an atmosphere of mutual trust. Central to sociologist Irving Goldhaber's "win-win bargaining" model are (1) a schedule and a set of values agreed to by both parties and (2) a neutral facilitator. After adopting this model in spring 1984, the school board and the teachers' association of Consolidated High School District 230 set a ratification deadline, scheduled negotiations in June, and adopted 48 "win-win protocols" to govern the negotiations. On the weekend of June 1st, the seven-member school board and seven teacher representatives met for the first of two weekend sessions. After posing and discussing 93 questions, the group divided the questions into 4 categories and formed a negotiating committee for each category. After 3 weeks of committee meetings, the entire bargaining group was reconvened to resolve remaining differences. A contract was approved after a 16-hour Saturday session. By the following Wednesday evening, it had been written in final form and ratified by both parties. (MCG)

ED 252 925 EA 017 412

Mazzarella, Jo Ann  
The Collective Bargaining Mystery: Some New Clues.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84  
Note—9p.

Available from—Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 (\$3.5).

Journal Cit—R&D Perspectives; Spr 1984

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Board of Education Policy, Case Studies, Collective Bargaining, Educational Environment, Elementary Secondary Education, Labor Relations, Research Reports, School Effectiveness, Scope of Bargaining, Teacher Attitudes, Teacher Effectiveness, Teaching (Occupation)

Identifiers—Contract Implementation, Educational Production Function

Recent studies at the Center for Educational Policy and Management provide insight into how collective bargaining affects the teaching profession, educational policy, and student achievement. Charles Kerchner's report links a three-stage labor relations model with an analysis of teaching as work. His case studies, besides revealing wide variations in contract interpretation, indicate that reliance on collective bargaining tends to rigidify the teaching profession. Accordingly, he categorizes teachers that may resist formalization and speculates on the consequences of resistance. Steven Goldschmidt and others have explored the extent and effects of bargaining over policy issues. An 80-contract sample contained many provisions that focused on policy; contrary to previous findings, bargaining over many policy issues had continued to increase after 1975. Unlike Kerchner, Goldschmidt's team found contracts uniformly applied. Their study also suggests that policy bargaining may influence school effectiveness. Finally, Randall Eberts and Joe A. Stone, using input-output analysis, compared student achievement in union and nonunion school districts. They found that collective bargaining markedly affects achievement, but positive and negative effects cancel each other. Taken together, these studies suggest that common expectations for collective bargaining be reexamined. (MCG)

ED 252 926 EA 017 413

Duckworth, Kenneth  
School Discipline Policy: A Problem of Balance.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84  
Note—9p.

Available from—Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 (\$3.5).

Journal Cit—R&D Perspectives; Sum-Fall 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discipline Policy, Discipline Problems, Junior High Schools, Middle Schools, Principals, School Effectiveness, Student Attitudes, Student Behavior, Suspension, Teacher Administrator Relationship, Teacher Attitudes

Findings from indepth studies of discipline policies in three middle schools are summarized. Although all the schools were in a single urban district, significant differences were identified among them. The written policies of each school varied in the elaboration and emphasis of various themes in district policy, and the schools varied in the responsibilities they assigned to the student behavior specialist. The schools also varied in suspension rates and disciplinary referrals. The school with the highest number of suspensions and referrals had a codified, strictly enforced discipline policy. The school with the least number of suspensions and referrals did not have elaborate descriptions of rules, but the principal and teachers shared standards and were able to use discretion in handling individual cases of misbehavior. Rather than providing conclusions about effective discipline policies, these three

case studies illustrate the problems of administrators in trying to balance teachers' needs for protection and students' needs for correction. (MLF)

ED 252 927

EA 017 414

Raze, Nasus

Overview of Research on Ability Grouping.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—Nov 84

Note—11p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability Grouping, \*Academic Achievement, \*Aspiration, \*Class Organization, \*Educational Discrimination, \*Educationally Disadvantaged, \*Educational Quality, \*Educational Resources, \*Elementary Secondary Education, \*English Instruction, \*Literature Reviews, \*Peer Relationship, \*Self Esteem, \*Teacher Student Relationship, \*Teaching Methods, \*Track System (Education)

Although over 77 percent of American school districts use ability grouping, or tracking, research overwhelmingly indicates that the practice benefits only the gifted. High schools commonly have two or three tracks. Regardless of the methods used to place students, the effects of ability grouping are uniform; furthermore, placement in low ability tracks is uniformly correlated with socioeconomic status and race, IQ or achievement test scores notwithstanding. Tracking, in general and in English courses, profoundly affects a student's education. First, low tracks receive both less and poorer instruction and emphasize different topics in English than high tracks; student satisfaction varies accordingly. Second, while tracking improves achievement scores of gifted students, it does not affect those of average students, and it lowers those of low ability students. Third, teachers behave more supportively toward higher-track students and hold low expectations for lower-track students. Fourth, tracking reinforces racial and class segregation and stereotyping. Fifth, low ability students may have less access to educational resources. Finally, students in low tracks have lower self-esteem and aspirations that do others. If schools are to provide equal educational opportunities, such effects must be carefully considered. (MCC)

ED 252 928

EA 017 415

Raze, Nasus

Primary and Intermediate Grade Configurations:

A Review of the Literature.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—Jan 85

Note—9p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Age Grade Placement, \*Class Organization, \*Developmental Stages, \*Educational Environment, \*Elementary Education, \*Grouping (Instructional Purposes), \*Homogeneous Grouping, \*Instructional Program Divisions, \*School Organization, \*Student Placement

Identifiers—\*South Allegheny School District PA  
This literature review concerns the concept of alternative grade configurations at the elementary level, in which elementary schools are subdivided into primary (K-2) and intermediate (3-5) units. Because of the paucity of literature on this concept, the major part of the report focuses on the reorganization of the elementary schools of the South Allegheny (Pennsylvania) school district. Although the K-2, 3-5 structure is often implemented in response to declining enrollment, other educational benefits cited may include better concentration on the educational and psychological needs of children in the two age groups, though one research study showed no significant differences in student achievement, attitude toward school, extracurricular participation, or career aspiration. The goals of the South Allegheny reorganization (in response to declining enrollment) were to equalize class sizes to facilitate multilevel instruction in reading and math, and to make better use of staff, school buildings, and instructional resources. Each of these objectives is described in detail, along with perceived disadvantages. An evaluative report revealed that the new grade structure saved money and resulted in improved discipline, student attitudes, and student interaction. Finally, literature on the implementation process is briefly reviewed, emphasizing the need for clear articulation between grade levels.

Notes and references are included. (TE)

ED 252 929

EA 017 416

Raze, Nasus

Decision Criteria for School Closure: A Literature Review.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—Jan 85

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Decision Making, \*Educational Environment, \*Educational Facilities, \*Elementary Secondary Education, \*Enrollment, \*Evaluation Criteria, \*Literature Reviews, \*Operating Expenses, \*School Closing, \*School Districts, \*School Personnel, \*Selection, \*Standards, \*Student Transportation

When a school district has made the decision to close a school, criteria must be developed for selecting the school to be closed. These criteria help in making a sound decision and in explaining that decision to the public. One way of approaching the development of decision criteria is to decide on the main reason the district is closing a school, then let that influence the selection of criteria and the weight given to each. Most districts use three or fewer decision criteria, the three most-used criteria being, in order of frequency, enrollment, the age of the school building, and racial desegregation. The six major categories of possible closure criteria are enrollment, building factors, the educational environment of the school, operating costs, transportation costs, and educational program costs. The next step is to gather data about each school and then compare the schools on each criterion to find the best candidate for closure, thus helping to bring objectivity to a controversial and emotional situation. Included are a sample checklist for making an inventory of each school, a list of the decision criteria discussed in this report, and a brief list of references. (DCS)

ED 252 930

EA 017 417

Cross, Ray

Teacher Decision-Making in Student Retention.

Pub Date—24 Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Failure, \*Age Grade Placement, \*Elementary Education, \*Evaluation Criteria, \*Grade Repetition, \*Parent Attitudes, \*Student Development, \*Student Evaluation, \*Student Promotion, \*Teacher Responsibility

Identifiers—Texas  
This investigation at a southern Texas school district examined three factors that bear on teachers' decisions to recommend first- and second-grade students for retention: (1) criteria used by teachers, (2) degree to which criteria are common among teachers, and (3) relationship of recommendations for promotion or retention to objective measures of student achievement. Teachers were interviewed concerning their retention recommendations, and standardized reading achievement test scores of students recommended for retention were compared with those of "borderline" students considered for retention, but promoted. Results indicate three major factors in teachers' decisions to retain or promote students: (1) noncompletion of primer, (2) immaturity, and (3) anticipated parental resistance. No significant differences were found between reading achievement test scores for those recommended and for those only considered for retention. The suggestion is made that standard criteria based on objective measures of student progress would introduce more rationality and equity in the decision-making process. A seven-item list of references is appended. (TE)

ED 252 931

EA 017 418

Tadlock, James Nesbit, Lamar

The Relationship of Teacher Evaluation Scores Generated by a Process-Product Evaluation Instrument to Selected Variables.

Pub Date—Nov 84

Note—14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1984).

Pub Type—Reports - Research (143) — Numeri-

cal/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Analysis of Covariance, \*Elementary Secondary Education, \*Employment Practices, \*Evaluation Methods, \*Evaluation Utilization, \*Predictor Variables, \*Reduction in Force, \*Regression (Statistics), \*School Statistics, \*Statistical Distributions, \*Tables (Data), \*Teacher Evaluation

Identifiers—\*Jackson Municipal Separate School District MS

The Jackson Municipal Separate School District, Mississippi, has instituted a mixed-criteria reduction-in-force procedure emphasizing classroom performance to a greater degree than seniority, certification, and staff development participation. The district evaluation process—measuring classroom teaching performance—generated data for the present study, which is part of a comprehensive 3-year study carried out by the district. This paper examines (1) the distribution of average teacher evaluation scores for elementary, junior, and senior high schools and for the district at large; (2) the independent and composite relationship between evaluation scores and certificate level, staff development points earned, years of teaching experience, and ethnic identity for 1983-84, and the relationship between a reduction-in-force score and the same variables without an evaluation score; and (3) consistency of relationship between criteria and dependent variables between 1982-83 and 1983-84. Findings reveal (1) possible inconsistencies between schools in the evaluation; (2) lack of uniform understanding by evaluators of the "standard score" concept; (3) almost identical results for both years of the study; (4) independence of evaluation score from other known variables; (5) a strong influence of evaluation scores on reduction-in-force value; (6) weak relation between years of experience and evaluation score; (7) no relation between certification level and evaluation score; and (8) weak relationships between staff development points or race and evaluation scores or RIF scores. Recommendations follow, and tables and references are included. (TE)

ED 252 932

EA 017 419

Oxman, Wendy G. Michelli, Nicholas M.

Effects on Student Achievement of Project THISTLE: Thinking Skills in Teaching and Learning.

Montclair State Coll., Upper Montclair, NJ. School for Professional Studies.

Spons Agency—New Jersey State Board of Higher Education, Trenton; Noyes Foundation, Inc., New York, N.Y.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Also supported by the Fund for New Jersey, and the Victoria Foundation. For a related document, see ED 241 514.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Development, \*College School Cooperation, \*Critical Thinking, \*Curriculum Development, \*Discussion (Teaching Technique), \*Higher Education, \*Inservice Teacher Education, \*Interdisciplinary Approach, \*Program Implementation, \*Questioning Techniques, \*Reading Comprehension, \*Reading Improvement, \*Secondary Education, \*Staff Development, \*Student Improvement, \*Teacher Effectiveness, \*Teaching Methods, \*Urban Education

Identifiers—\*Montclair State College NJ, Newark School System NJ, \*Thinking Skills

Project THISTLE (Thinking Skills in Teaching and Learning) was developed by Montclair State College (New Jersey) faculty in collaboration with the Newark, New Jersey, public schools. The project is designed to improve the basic skills of urban college-bound high school students by working with their teachers in an integrated process of curriculum and staff development. An interdisciplinary approach focuses on thinking as an essential, integral part of both subject area learning and "higher order" basic skills development, particularly reading comprehension, analytic writing, and mathematical reasoning and problem solving. Since 1980, more than 100 Newark teachers have participated in the project's program of graduate course work in curriculum development and basic skills instruction, a supervised classroom implementation, and elective professional development activities. Hundreds more have engaged in less intensive project activities. Analysis of pretest and posttest

scores of students in grades 10-12 found that the students doubled their annual growth rate in reading comprehension, from an average rate of 6 months in a 10-month period to a rate of 12 months, demonstrating the effectiveness of the project. (MLP)

ED 252 933

EA 017 421

Avukov, R., Ed. Atakishiev, A., Ed.

Public Education in Soviet Azerbaijan: Appraisal of an Achievement.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1110-7

Pub Date—84

Note—291p; Translated from the Russian. Dust jacket lists the following names not mentioned in book itself: K. Aliyev, E. Ismailov, M. Mekhitzade.

Available from—Publication Sales, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

Pub Type—Books (010) — Reports — Evaluative (142) — Translations (170)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum, Economic Development, \*Educational Development, \*Educational Objectives, \*Educational Planning, Elementary Secondary Education, Foreign Countries, Labor Force Development, Literacy Education, \*Outcomes of Education, Postsecondary Education, \*Public Education, Relevance (Education), Socialism, Sociocultural Patterns

Identifiers—USSR (Azerbaijan)

A comprehensive review of the public education system in Soviet Azerbaijan, this book traces the system's development since its establishment in 1920; it examines the system's context, goals, and organization, and analyzes its achievements and their economic effects. Two sections (four chapters each) cover the periods before and since the mid-1960's. The chapters' topics are as follows: (1) education before 1920, the school system's initial goals and activities, and the anti-literacy campaign through 1959; (2) the development of universal 8-year schooling through the forties, fifties, and early sixties, including efforts to make education more practical and improve teacher training; (3) creating a "new intelligentsia" to further revolutionary goals, while preserving Azerbaijanian culture; (4) the development and "Azerbaijanization" of programs to train specialists; (5) the establishment of 10-year compulsory education in the late 1960's, attendant problems, and new policy approaches and methods; (6) the influence of scientific and technological progress in training of specialists and skilled workers; (7) the relationship of higher education to economic and technological progress, and planning methods designed to strengthen that relationship; and (8) the international significance of Azerbaijan's accomplishment. Tables of demographic, economic, and educational data are appended. (MCG)

ED 252 934

EA 017 422

Korn, Klaus. And Others

Education, Employment and Development in the German Democratic Republic.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1112-3

Pub Date—84

Note—173p.

Available from—Publication Sales, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

Pub Type—Reports — Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Guidance, \*Economic Development, \*Education, Educational Counseling, Educational Development, Educational Planning, Educational Trends, \*Education Work Relationship, Elementary Secondary Education, \*Employment, Employment Patterns, Foreign Countries, Industrialization, Long Range Planning, Modernization, Postsecondary Education, School Business Relationship, Scientific Enterprise, Social Planning, Socioeconomic Background, \*Technological Advancement, \*Training

Identifiers—East Germany

This research project is concerned with such questions as the following: How has East Germany responded to the challenges facing education's relationship to development, especially with respect

to conditions imposed by the scientific and technical revolution? What contribution has its educational and training system made to industrialization and technical progress? And, conversely, what is the impact of that system on the evolution of technology and science? Following a preface and an introduction, three sections are devoted to (1) education and employment—fundamental theoretical problems and socioeconomic conditions; (2) the relationship between training, further education, and employment; and (3) education and employment planning. Section I contains chapters on education and employment as essential elements in the social reproduction process—methodology, trends in economic growth and employment, the system of education, and development problems of education and employment. Section II contains chapters on general education to prepare for working life, career and study guidance, and aims and content of vocational training programs. Section III contains chapters on fundamental information, the planning principle, manpower planning and planning of the educational system, harmonization, long-term planning and forecasting, and research planning. A summary and a 51-item bibliography follow. (DCS)

ED 252 935

EA 017 445

Minimum Standards: Elementary and Secondary Schools

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—29p; For related documents, see EA 017 446-459.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Core Curriculum, Elementary Secondary Education, Outcomes of Education, Private Schools, School Expansion, School Funds, Special Schools, State Agencies, \*State Boards of Education, State Curriculum Guides, \*State School District Relationship, \*State Standards, Tax Allocation, Teacher Evaluation

Identifiers—Ohio, Ohio State Board of Education

The Ohio State Board of Education is required by state law to "formulate and prescribe minimum standards to be applied to all elementary and secondary schools in the state." This document, the first in a series, presents the revised minimum standards (effective September 1983) established by the State Board of Education for Ohio schools, under the direction of a 34-member advisory committee representing educators, parents, other citizens, and students. The first section provides definitions of key terms used throughout the document. The second section outlines curricular requirements for the K-12 educational program. The third section provides guidelines for allocating educational resources. The fourth section prescribes minimum standards for nonpublic schools, and the fifth defines the "special purpose schools," for which it sets minimum standards. The sixth section outlines procedures for beginning a new school and for changing location or ownership of a school. Procedures for evaluation are provided in the seventh section. The eighth and final section outlines minimum standards for the nonchartered, non-tax-supported school. (TE)

ED 252 936

EA 017 446

Procedures for School Evaluation. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—69p; For related documents, see EA 017 445-459.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Curriculum Evaluation, Educational Administration, \*Educational Assessment, Educational Facilities, Elementary Secondary Education, Evaluation Methods, Formative Evaluation, \*Institutional Evaluation, Organizational Effectiveness, \*Program Evaluation, School Effectiveness, \*Self Evaluation (Groups), State School District Relationship, \*State Standards, Teacher Certification, Teacher Effectiveness

Identifiers—Ohio, Ohio State Board of Education

This document, the second in a series, delineates mandatory procedures for onsite school evaluations as adopted by the Ohio State Board of Education, pursuant to the adoption of the 1983 minimum stan-

dards. These procedures give direction to the system of education in Ohio, while allowing flexibility within the standards to establish educational programs that are responsive to local needs. An introduction provides an overview of procedures for conducting evaluations and sources of evidence, and a checklist of written sources of evidence. The second major section identifies questions and sources of evidence addressed during an onsite evaluation. These cover all aspects of the educational program—objectives, curriculum, and student evaluation and promotion criteria; and all types of educational resources—staff, equipment, student records, school services, and administration. Five appendices provide (1) adopted policies—providing direction to the administrative process, (2) policies and regulations adopted by the board of education, (3) teacher certification dictionary, (4) teacher-pupil ratio, and (5) revised code references. (TE)

ED 252 937

EA 017 447

Materials Selection Guidelines. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—41p; For related documents, see EA 017 445-459.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Criteria, Guidelines, \*Instructional Material Evaluation, \*Library Material Selection, Material Development, \*Media Selection, School Community Relationship, \*School Policy, \*State Standards, \*Textbook Selection

Identifiers—Ohio, Ohio State Board of Education

This is one of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education. Its purpose is to provide guidelines for developing a local policy governing selection of instructional materials, including textbooks, equipment, the library collection, and supplementary instructional resources, for both teacher and student use at all grade levels. Included also are suggested selection procedures for responding to objections raised against specific materials. Thereafter, a set of sample policy statements is provided for each of the five components generally included in a comprehensive materials selection policy: (1) philosophy and purpose, (2) designation of responsibilities, (3) selection procedures, (4) selection criteria, and (5) responding to challenges of materials. A selective bibliography is provided, along with five appendices: (a) library bill of rights; (b) list of national and state associations; (c) request for reconsideration of instructional materials (sample); (d) checklist for reconsideration of instructional material—nonfiction (sample); and (e) checklist for reconsideration of instructional material—fiction and other literary forms (sample). (TE)

ED 252 938

EA 017 448

Educational Options. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—25p; For related documents, see EA 017 445-459.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Correspondence Study, \*Educational Innovation, Elementary Secondary Education, \*Extension Education, Guidelines, Independent Study, Mentors, \*Nontraditional Education, Outreach Programs, State Boards of Education, \*State Standards, Travel, Tutorial Programs

Identifiers—Educational Options, \*Ohio, Ohio State Board of Education

This is one of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education. The minimum standards allow school districts to provide educational options to meet specialized student needs or interests; accordingly, the purpose of this document is to describe various educational options and to provide guidelines for implementing and administering them. Options defined and discussed in detail include (1) correspondence courses, (2) educational travel, (3) independent study, (4) mentor programs, and (5) tutorial programs. The subsequent section lists and explains the specific minimum standards governing educational options. This is followed by sections



discussing assessment of current educational needs of students, development of board of education policies, and procedures for administrative implementation. (TE)

**ED 252 939** EA 017 449  
**Process Model for Course of Study. Minimum Standards Implementation Series.**

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—79p; For related documents, see EA 017 445-459.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Competency Based Education, Compliance (Legal), Course Content, \*Course Objectives, \*Curriculum Development, \*Educational Objectives, Elementary Secondary Education, Equal Education, Instructional Development, Models, Outcomes of Education, \*Program Development, State Curriculum Guides, \*State Standards

Identifiers—\*Ohio, Ohio State Board of Education

This is one of three publications prepared by the Ohio State Board of Education to assist schools in implementing a competency based education program, as required by the 1983 revised minimum standards for elementary and secondary schools. The aim of this publication is to clarify the requirements of the minimum standards regarding (1) the function of courses of study in the instructional program, (2) the format for developing courses of study, and (3) the development of pupil performance objectives. Chapter 1 provides an overview of the legal bases for course of study development. Chapter 2 is a discussion of various considerations in course-of-study development, including equity issues, the incorporation of mandated topics, committee selection, curriculum development, format options, approval procedures, and available state services. Chapter 3 provides a process model for developing a course of study. Components described include cover sheet, statement of approval by school board, table of contents, introduction, district philosophy and goals, program philosophy and goals, scope and sequence, pupil evaluation policy, and review plan. Chapter 4 covers the process of developing pupil performance objectives. Appendices include a checklist to monitor course-of-study development, information about available materials, and samples of various components of a course of study. A bibliography is included. (TE)

**ED 252 940** EA 017 450  
**Competency Assessment and Testing. Minimum Standards Implementation Series.**

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—77p; For related documents, see EA 017 445-459.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Standards, \*Competency Based Education, Elementary Secondary Education, Evaluation Criteria, Mathematics Achievement, Minimum Competencies, \*Minimum Competency Testing, Reading Tests, \*State Standards, Student Certification, \*Testing Programs, Test Reliability, Test Reviews, \*Test Selection, Test Use, Writing Evaluation

Identifiers—\*Ohio, Ohio State Board of Education

This is one of three publications prepared by the Ohio State Board of Education to assist schools in implementing a competency based education program, as required by the 1983 revised minimum standards for elementary and secondary schools. This document addresses the assessment requirement, with emphasis on defining, comparing, and contrasting various options for meeting this requirement. The first section provides an overview of the competency standard, lists the steps to follow in establishing a competency program, outlines decisions that a district may or may not make, describes the various uses of assessment/test results, and identifies important issues related to the testing program. The second section examines each of these highlighted issues more closely, discussing several options for each. In the third section, other important issues are identified, procedures for dealing with them are detailed, and implications for a district are discussed. These issues include staffing, resources, cost, assuring fairness, technical considerations, evaluation/review, and coordina-

tion with existing programs. The fourth section provides suggestions for developing a management plan that can be used to monitor progress. In the final section, sample timelines for activities illustrate the sequence in which events may occur. A bibliography is included. (TE)

**ED 252 941** EA 017 451  
**Intervention. Minimum Standards Implementation Series.**

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—170p; For related documents, see EA 017 445-459.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Competency Based Education, Curriculum Design, Educational Planning, \*Educational Strategies, Elementary Secondary Education, Feedback, \*Instructional Development, \*Intervention, Mathematics Instruction, Reading Instruction, \*Remedial Instruction, State Curriculum Guides, \*State Standards, Writing Instruction

Identifiers—\*Ohio, Ohio State Board of Education

This is one of three publications prepared by the Ohio State Board of Education to assist schools in implementing a competency based education program, as required by the 1983 revised minimum standards for elementary and secondary schools. This document provides assistance in planning and implementing an effective instruction/intervention component. The first two parts provide suggestions regarding the format and design of the intervention component of the competency program. The introduction defines intervention; discusses administrators' responsibilities; and provides a philosophical overview of the goal, possible approaches, timing, and process inherent in intervention. Part 2 provides a process model for successful intervention programs, and discusses support for the process model, including communication with parents and inservice training. Parts 3, 4, and 5 discuss the elements of effective instructional programs in the three subject areas for which competency programs are required: mathematics, reading, and English composition. Each of these curriculum areas is defined as a teaching/learning process, and examples of intervention activities are thereafter described. Bibliographies are provided at the end of parts 2, 3, 4, and 5 respectively, and these are supplemented by a list of resources in part 6 for general instruction, mathematics, reading, and English composition. (TE)

**ED 252 942** EA 017 452  
**Improving Attendance. Minimum Standards Implementation Series.**

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—61p; For related documents, see EA 017 445-459.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Persistence, \*Attendance, Attendance Patterns, Discipline Policy, Dropouts, Due Process, Elementary Secondary Education, Guidelines, Nontraditional Education, Parent School Relationship, Reentry Students, \*School Attendance Legislation, School Community Relationship, School Law, \*School Policy, \*State Standards, Suspension, \*Truancy

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education for elementary and secondary schools, this publication provides guidelines for developing attendance policies and procedures, reviews considerations related to attendance, and suggests practices and alternatives for improving attendance. The guidelines are divided into two parts: (1) the philosophical basis for policy and procedures development and (2) suggested procedural components. The components include (1) definitions of excused absences, (2) attendance reporting and accounting, (3) attendance-related responsibilities of the staff, (4) home-school communications, and (5) corrective measures and penalties. Following these guidelines is a discussion of chronic absenteeism and truancy, including its causes and consequences for the student, school, and society; intervention strategies focusing on the student, school, and society; and in-school factors affecting good school atten-

dance. The next chapter discusses incentive practices for maintaining and improving school attendance, and this is followed by a description of alternative school programs for chronic absentees, dropouts, and other problematic students in various school districts throughout the country. The last two chapters discuss options to out-of-school suspension and legal considerations for attendance policies and procedures, including state statutes on student attendance and rights of due process. A bibliography is included. (TE)

**ED 252 943** EA 017 453  
**Code of Conduct. Minimum Standards Implementation Series.**

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—36p; For related documents, see EA 017 445-459.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Behavior Standards, \*Codes of Ethics, Constitutional Law, \*Discipline Policy, \*Discipline Problems, Due Process, Elementary Secondary Education, Equal Protection, Legal Responsibility, Pregnant Students, School Law, Sex Discrimination, Special Education, \*Student Rights

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education for elementary and secondary schools, this publication discusses the basic elements of a code of conduct for students that complies with the requirements set forth in the minimum standards. Chapter 1 describes general procedures for developing a code of conduct. Concepts to be included in the code are reviewed, and the components of a code of conduct plan are outlined, as well as suggested formats for outlining corrective measures for violations. Chapter 2 focuses primarily on student rights and responsibilities, with special emphasis on constitutional rights. It describes how statements of student rights and responsibilities can be used to establish a framework for a code of conduct. Chapter 3 discusses several major discipline issues related to various aspects of student conduct. These include substance abuse, violence and vandalism, corporal punishment, personal appearance, truancy and tardiness, and nonschool conduct/extracurricular activities. Chapter 4 outlines the basic elements of due process and establishes a framework for its use in suspending or expelling students. References are included. (TE)

**ED 252 944** EA 017 454  
**A K-12 Written Guidance Plan. Minimum Standards Implementation Series.**

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—44p; For related documents, see EA 017 445-459.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Alcohol Education, Drug Abuse, Drug Education, Elementary Secondary Education, \*Guidance Objectives, \*Guidance Programs, Guidelines, Master Plans, Needs Assessment, Policy Formation, \*Program Design, \*Pupil Personnel Services, School Community Relationship, \*School Guidance, State Standards, Tobacco

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education for elementary and secondary schools, this leadership document addresses the need, the purpose, and the implementation procedures for a K-12 written guidance plan in accordance with the Ohio Administrative Code. Part 1 provides the rationale for a written guidance plan, followed by a definition of key terms and a set of sequential steps in developing such a plan. These include the following: (1) identify guidance coordinator and guidance advisory committee; (2) assess district guidance needs; (3) develop guidance philosophy, goals, and objectives for the K-12 written guidance plan; (4) develop a guidance plan of action; (5) present guidance plan to district board of education; (6) implement the K-12 written guidance plan; and (7)

evaluate guidance plan. Part 2 presents guidelines for developing a program on the harmful effects of drugs, alcohol, and tobacco. These guidelines are intended to assist school personnel in forming a task force, assessing needs, developing policies and procedures, developing and implementing the plan, providing staff and parent inservice training, and utilizing community resources that are adjuncts to district efforts, and state and federal resources as well. A bibliography is included. (TE)

**ED 252 945** EA 017 455  
School Health Services. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—92p.; For related documents, see EA 017 445-459.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Administrative Policy, Ancillary School Services, Communicable Diseases, \*Compliance (Legal), Elementary Secondary Education, Health Facilities, Health Programs, Immunization Programs, Legal Responsibility, Medical Services, \*School Health Services, \*School Law, State Agencies, \*State Legislation, State School District Relationship, \*State Standards

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education for elementary and secondary schools, this publication is an elaboration of those portions of the minimum standards pertaining to school health services. Following the text of the standard and a brief introduction, sections of the revised Code are listed that pertain to the following school health concerns: (1) immunization and communicable diseases, (2) emergency medical authorization, (3) screening and counseling, (4) emergency procedures, (5) supervision, (6) first aid facilities and materials, and (7) additional considerations regarding school health services. In each section, requirements are paraphrased from the Revised Code or from the Administrative Rules of state governmental agencies, followed by suggestions for implementing the minimum standards in compliance with the Revised Code and Administrative Rules. Sample forms and related information are also included within each section. Appendixes provide the text of the selected sections of the Revised Code and the Ohio Administrative Code, followed by a list of health-related agencies and associations. (TE)

**ED 252 946** EA 017 456  
Fine Arts and Physical Education. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—73p.; For related documents, see EA 017 445-459.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Course Organization, Credits, \*Curriculum Development, Curriculum Enrichment, Curriculum Guides, Dance Education, Disabilities, Drama, \*Educational Development, Educational Objectives, Educational Philosophy, Elementary Secondary Education, \*Fine Arts, Instructional Materials, Music Education, \*Physical Education, Visual Arts

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this publication outlines the minimum standards for fine arts and physical education courses and provides course-of-study suggestions for kindergarten through 12th grades. It also defines fine arts credits, possibilities for laboratory courses, educational options, and a list of available materials and consultants. The document is presented in five sections. The first chapter—making up the majority of the document—covers suggestions for developing courses of study at appropriate grade levels in each of the following disciplines: dance, drama/theater, music, visual arts, multidisciplinary arts, physical education, and handicapped students and course-of-study development. The second chapter outlines high school units of credit in fine arts. A fine arts course must meet twice a week and provide a minimum of 120

hours of instruction for a unit of credit. The third chapter defines laboratory courses credit needs. Physical education courses get one half unit of credit for 120 hours of instruction. Chapter four outlines educational options for fine arts and physical education courses; these include educational travel, independent study, and mentor programs. Chapter five provides a list of materials and services available to schools through the Ohio Department of Education. (MD)

**ED 252 947** EA 017 457  
Secondary Reading. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—43p.; For related documents, see EA 017 445-459.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Competency Based Education, \*Minimum Competencies, \*Program Development, \*Reading Instruction, \*Reading Programs, \*Reading Skills, Secondary Education, \*Secondary School Curriculum, Staff Development

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this publication is designed to help teachers and administrators organize secondary reading instruction that will meet the requirements of the revised standards. The document is organized into an introduction; a section on effective reading instruction with chapters on leadership, planning, implementation, and evaluation; a section on staff training; a section listing four references; and a section of appendixes. Appendix A gives forms for a teacher survey of reading. Appendix B details a staff development program for selecting content materials, and Appendix C lists Ohio Department of Education resources. (DCS)

**ED 252 948** EA 017 458  
High School Mathematics. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—66p.; For related documents, see EA 017 445-459.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Competency Based Education, High Schools, \*Mathematics Education, Mathematics Skills, \*Minimum Competencies, \*Program Development, \*Program Evaluation, Secondary Education, \*Secondary School Mathematics

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this publication is designed to assist those charged with program development and review in reviewing their high school programs to determine whether their mathematics curricula meet the revised standards. Part I examines the general mathematics offerings at the secondary level, part II discusses goals of the programs, and part III identifies alternatives for meeting the new second-unit requirements for graduation. (DCS)

**ED 252 949** EA 017 459  
Economics Course of Study. Minimum Standards Implementation Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Pub Date—83

Note—45p.; For related documents, see EA 017 445-458.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Curriculum Design, Curriculum Development, \*Economics Education, High Schools, \*Minimum Competencies, Program Design, \*Program Development, Program Implementation, \*Secondary School Curriculum, Teaching Methods

Identifiers—\*Ohio, Ohio State Board of Education

One of a series of implementation documents prepared in conjunction with the revised minimum

standards adopted in 1983 by the Ohio State Board of Education, this document suggests ways to develop economic education programs in Ohio high schools and identifies issues certain to be encountered in developing such a program. Each of the five sections in this publication deals with a different area: (1) the Conceptual Framework section offers an overview of economic education to assist in planning the program; (2) the Program Design and Curriculum Placement section describes options for placement of economics in high school curriculum, including discrete and interdisciplinary placement; (3) the Implementation section reviews several methods for making decisions about program design and curriculum placement; (4) the Course of Study Development section provides a basic framework for economic education, outlining the components needed to develop an economics course of study; and (5) the Teaching Strategies section surveys ways to increase students' learning in the economics class. Seven references are listed, and instruments for developing economic education programs are included in the appendixes. (DCS)

**ED 252 950** EA 017 460  
Maidment, Robert Bullock, William, Jr.  
Meetings! Accomplishing More with Better & Fewer.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-162-5

Pub Date—85

Note—50p.

Available from—Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Order No. 2108410; \$3.50; orders totaling \$15.00 or less must be accompanied by payment).

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, \*Administrator Responsibility, \*Efficiency, \*Meetings, \*Organizational Communication, Pamphlets, \*Principals, Secondary Education, Teacher Administrator Relationship

To help secondary school principals make meetings more effective and personally satisfying, this pocket-size pamphlet contains guidelines in the form of 40 rules. Each page contains a rule, a paragraph elaborating on the rule, and a key self-evaluation question. For example, "Better Meeting Rule No. 12 'Stay on Task'" concludes with the question "Do I check periodically during a meeting to be certain that the group is 'on task'?" Among the topics covered in the rules are scheduling, procedures, physical environment, and interpersonal relations. (MLF)

**ED 252 951** EA 017 461  
Flynn, Richard B., Ed. And Others  
Planning Facilities for Athletics, Physical Education, and Recreation. Revised.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va.; Athletic Inst., North Palm Beach, Fla.

Report No.—ISBN-0-87670-095-4; ISBN-0-87670-096-2

Pub Date—85

Note—278p.; For an earlier edition, see ED 179 548. Photographs may not reproduce clearly.

Available from—Publication Sales, American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (\$21.95 plus \$2.50 shipping and handling for softcover edition; \$26.95 plus \$3.50 shipping and handling for hardcover edition; quantity discounts).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accessibility (for Disabled), Adapted Physical Education, Athletic Fields, \*Athletics, Building Design, Construction Needs, Elementary Secondary Education, Encapsulated Facilities, \*Facility Guidelines, Facility Improvement, \*Facility Planning, \*Facility Requirements, Field Houses, Gymnasiums, Locker Rooms, Parks, \*Physical Education Facilities, Playgrounds, \*Recreational Facilities, Site Selection, Swimming Pools

This newly revised edition is intended to serve as a practical tool for school administrators, physical education department heads, architects, planning consultants, and all others interested in planning

new areas and facilities or checking the adequacy of those already in use. Chapter input was solicited from carefully chosen leaders in the field of athletic facility planning as well as from outstanding architects. Efforts were made to incorporate the most recent advances in facility planning and construction. Certain program areas, such as planning for the handicapped, were expanded, while outdated or irrelevant materials were deleted. The following topics are covered in separate chapters: (1) the planning process; (2) indoor facilities; (3) outdoor facilities; (4) swimming pools; (5) encapsulated spaces and stadiums; (6) service areas; (7) facilities for recreation, parks, and open spaces; (8) planning for the handicapped; and (9) trends in facility design. The book is illustrated with photographs and diagrams of the facilities discussed and selected references are cited at the end of each chapter. Appendixes include state requirements for school construction; checklists for building service, and security and safety planning; and supplementary photographs and figures. (MLF)

ED 252 952 EA 017 462

**Developing Career Ladders in Teaching.**

Association of Teacher Educators, Reston, Va.  
Pub Date—85  
Note—31p.

Available from—Publication Sales, Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 (\$2.50 prepaid; quantity discounts).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Ladders, \*Differentiated Staffs, Elementary Secondary Education, Master Teachers, \*Models, Professional Recognition, Teacher Educators, \*Teacher Promotion, Teacher Qualifications, Teacher Responsibility, Teacher Salaries, Teacher Welfare, \*Teaching (Occupation), Teaching Conditions

The Commission on Master Teachers shares the results of its study and deliberations on career ladders in teaching by examining assumptions, recalling facts about educational change, and posing critical questions in regard to the purpose, design, process, and support needed to establish a school district career ladder staffing arrangement. Proposed career ladder plans are briefly reviewed, and, for illustrative purposes only, a four-stage career ladder for teachers is presented. The model includes these stages: teacher, associate teacher, senior teacher, and master teacher; and it specifies that the criteria and procedures for promotion be clearly stated and objectively measurable. A salary index rewards teachers as they advance from one step to the next. Other parts of the reward system are aspects of the job, the working environment, status, recognition, job responsibilities, and professional growth possibilities. A bibliography with nine citations is appended. (MLF)

ED 252 953 EA 017 463

McNett, Ian

**Charting a Course: A Guide to the Excellence Movement in Education.**

Council for Basic Education, Washington, D.C.  
Spons Agency—Aetna Life and Casualty Foundation, Inc., Hartford, CT.  
Pub Date—84

Note—60p.

Available from—Publication Sales, Council for Basic Education, 725 Fifteenth Street, N.W., Washington, DC 20005 (\$8.95 plus \$1.00 shipping and handling; quantity discounts).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Educational Assessment, \*Educational Quality, Educational Research, Elementary Secondary Education, Government School Relationship, Literature Reviews, \*Outcomes of Education, \*Research Reports, Role of Education, \*School Effectiveness, Vocational Education

Identifiers—\*Excellence in Education

Together in one volume are the essential points of nine national education reports that are most often referred to and discussed, plus a review of a report concerning vocational education. Chapters present and synthesize the major findings and recommendations of the national reports, according to the area of focus—goals and instruction, for example. Listed in order of their publication are the reports dis-

cussed: (1) "The Paideia Proposal" (Adler); (2) "A Nation at Risk" (National Commission on Excellence in Education); (3) "Action for Excellence" (Task Force on Education for Economic Growth); (4) "Academic Preparation for College" (College Board); (5) "Making the Grade" (Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy); (6) "High School: A Report on Secondary Education in America" (Carnegie Foundation); (7) "Educating Americans for the 21st Century" (National Science Board Commission); (8) "A Place Called School" (Goodlad); (9) "Horace's Compromise: The Dilemma of the American High School" (Sizer); and (10) "Educating for Tomorrow's Jobs" (National Research Council). Following these are two short observations from other writers (Robert Hampel, Marshall Smith and Lawrence Stedman) about the education reports. The Council for Basic Education reflects on its position on education issues in the concluding chapter of the volume. The appendix presents how the reports were put together, by whom, how long they were in preparation, the method of inquiry used, and the release date of each report. Directions are provided for ordering copies of the reports reviewed. (MLF)

ED 252 954 EA 017 464

Bauch, Patricia A.

**The Impact of Teachers' Instructional Beliefs on Their Teaching: Implications for Research and Practice.**

Pub Date—Apr 84

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beliefs, Classroom Environment, Data Analysis, \*Educational Principles, Elementary Education, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Characteristics, Teacher Effectiveness, Teacher Influence, \*Teacher Response, Teacher Role, Values

Identifiers—Study of Schooling (A)

This study investigated the instructional beliefs of 182 elementary classroom teachers to determine the degree to which teachers' assumptions about instructional practices influence their teaching behavior and the classroom perceptions of their students. It used data collected from a national research project, Goodlad's "A Study of Schooling." Discriminant and content analyses were conducted on data representing various sources and perspectives on the classroom curriculum of each teacher. While it was found that teachers' instructional beliefs were generally consistent with their teaching behaviors, only one of the four teacher belief types investigated exhibited a wide range of teaching skill reinforced by the expressed intention to accomplish a broad set of instructional outcomes. Their classrooms also tended to score higher than those of the other three teacher types on student perceptions of a positive classroom environment. Implications for both research and practice are discussed. (Author)

ED 252 955 EA 017 465

**Educational Planning in the Context of Current Development Problems. An IIEP Seminar (Paris, France, October 3-8, 1983), Volume I.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1113-1

Pub Date—84

Note—156p.

Available from—Publications Sales, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Developed Nations, Developing Nations, Educational Needs, Educational Objectives, \*Educational Planning, Educational Policy, Foreign Countries, International Organizations, \*National Programs, \*Nonformal Education, Policy Formation, \*Politics of Education, \*Public Policy, Research Needs, Technological Advancement, \*Technology

Identifiers—\*International Institute for Educational Planning, National Planning

The International Institute for Educational Planning (IIEP) selected three areas of inquiry as its focal concerns for the years 1984-1989. The first of

these centered on the influences on each other of education and technological development, and on the implications of these mutual influences for educational planning on a national scale, particularly in a world in which technological and scientific knowledge and powers are not equally distributed among nations. The second concern was to reassess the role of educational planning in light of the growing realization that education is a societywide process not limited to the activities of formal institutions. The third focal point was the interrelationship among education, the educational planner, and political decision-makers—an inquiry into the tasks and functions of educational planning itself. All three themes involve assessment of the fundamental relevance of educational planning to society in general. These three topics were made the subjects of the IIEP's October 1983 seminar. This document presents the paper that proposed the three central topics to the seminar participants, summary reports on the deliberations of the three working groups that met at the seminar, and reflections on the implications of the seminar's presentations and discussions. (PGD)

ED 252 956 EA 017 466

Schmidt, Monica

**Textbook Selection Criteria. Handbook II.**

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.

Pub Date—1 Sep 81

Note—55p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Criteria, Guidelines, State Standards, \*Textbook Evaluation, \*Textbook Selection, \*Textbook Standards

Identifiers—Washington

This handbook has been developed to assist school districts in the adoption of textbooks. The criteria for establishing a textbook selection process are included, as well as selection criteria for specific subject areas. Procedural steps are initially outlined for preliminary activities, book examination procedure, and implementation, and then a set of generic textbook evaluation criteria is provided, covering publishers and authors, objectives, content, organization/scope and sequence, teaching and learning strategies, evaluation procedures, component parts, physical characteristics, and total cost. Next, specific criteria are provided for the following subject areas: (1) mathematics, (2) social studies, (3) reading, (4) English (elementary), (5) health, and (6) science. Finally, a checklist is provided for analyzing readability. (TE)

ED 252 957 EA 017 467

Tucker, Null Bryn Su Ellen

**Performance Based Leadership Assessment: De-**

**Kalb County Schools. Research Paper No. 100-1.**

DeKalb County School System, Decatur, GA.

Pub Date—84

Note—36p.; Document contains light type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Evaluation, Competence, Elementary Secondary Education, Evaluation Methods, \*Leadership, Performance, \*Principals, Program Descriptions, Staff Development, Statistical Analysis

Identifiers—\*DeKalb School District GA, \*Performance Based Evaluation

The DeKalb County School System, Georgia, has developed a unique leadership assessment program geared toward professional improvement through staff development based on assessed needs. The following three elements of this approach contribute to its uniqueness and address the three most common problems associated with assessments: (1) the assessment instrument contains seven "generic" leadership competencies; (2) the assessment is low inference—assessors respond based on whether 88 behaviors are or are not observed; and (3) assessment data are collected not only from a superordinate, but also from subordinates. The following areas are assessed: relating to people, communicating effectively, making decisions, planning and organizing, supervising and evaluating, improving professionally, and providing time on task for teacher and student. A statistical analysis is performed on the assessment results. The first field test of this assessment instrument and process was positive in both behavior changes and acceptance. A 10-item bibliography is appended. (DCS)



ED 252 958

EA 017 469

Malpica, Carlos

**The Generalization of Educational Innovations: The Administrator's Perspective.** Contributions to a Workshop Held at the International Institute for Educational Planning (Paris, France, December 8-10, 1980).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—83

Note—222p.

Available from—Publication Sales, International Institute for Educational Planning, 7-9 rue Eugene-Delaurois, 75116 Paris, France (Order No. P.83; 10.00 francs).

Pub Type—Opinion Papers (120)—Collected Works—Proceedings (021)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, \*Administrative Problems, Administrator Role, Adoption (Ideas), Case Studies, Developing Nations, Diffusion (Communication), \*Educational Change, \*Educational Innovation, Educational Research, Elementary Secondary Education, Foreign Countries, Information Dissemination, Models, \*National Programs, Planning, \*Program Implementation

Identifiers—Ghana, International Institute for Educational Planning, Malaysia, ORACLE Formula, Peru

Twelve papers were presented at a 1980 International Institute for Educational Planning (IIEP) workshop on the generalization of educational innovations from the local to the national level. Six of these papers are published in this report, along with a substantial bibliography and an introductory chapter summarizing the papers and describing the discussion evoked by their presentation. The first paper, by Ramond S. Adams, places the workshop's subject in the context of the findings of an IIEP research study of the innovation process in seven countries. Thierry Malan's paper analyzes administrative problems caused by attempts to generalize innovations. Ronald G. Havelock and A. M. Huberman present ORACLE, a model for innovation generalization incorporating six factors: the object of the innovation, resources, authority, consensus, linkages, and the environment. The other three papers present case studies. N. O. Anim discusses the shift in Ghana from a British-style, humanities-oriented education to a practical, science-based curriculum. Administrative problems encountered during Peru's education reforms of 1972 are considered in a paper by that country's Centre for Education Research and Development. The final paper, by Dato Jai Saleh Ahmed, describes an experimental program in integrated curriculum in Malaysia's primary grades. (PGD)

ED 252 959

EA 017 470

Olivera, Carlos E.

**The Role of the School Inspectorate in Planning Implementation: A Systemic Approach (Based on Experiences in Costa Rica).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-51

Pub Date—84

Note—99p.

Available from—Publication Sales, International Institute for Educational Planning, 7-9 rue Eugene-Delaurois, 75116 Paris, France.

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Attitudes, \*Administrator Role, Change Agents, \*Educational Change, \*Educational Research, Foreign Countries, \*Intermediate Administrative Units, \*Models, National Organizations, National Programs, National Surveys, Systems Approach

Identifiers—\*Costa Rica, \*Inspectors

In Latin American education systems the inspectorate is an administrative level linking the central national educational administration to the local operations level. Traditionally the inspector's function has been to enforce fulfillment of pedagogical and administrative norms at the local level and to transmit pertinent information on achievement to higher authorities. In more recent times this role has grown

to include overseeing the implementation of innovations. This history (as exemplified in Costa Rica), along with borrowings from administrative theory, was used to develop an analytical model of the inspector's role based on the systems approach as it is applied in the field of social cybernetics. This model in turn was used to develop hypotheses about the inspector's role in periods of rapid educational reform. A questionnaire survey of 25 percent of Costa Rica's inspectors provided data permitting the drawing of conclusions concerning 17 hypotheses relating to the implementation of several specific reforms in Costa Rica in the 1970's, and those conclusions provided information regarding the impact of reforms and the inspectorate subsystem on each other. This shortened version of a more detailed report pays particular attention to the development of a research model applicable to this previously little-examined field. (PGD)

ED 252 960

EA 017 471

Smith, Stuart C.

**Directory of Organizations & Researchers in Educational Management.** Seventh Edition.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0013

Note—71p.; For previous edition, see ED 172 308. Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$7.95, prepaid or purchase order).

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Consultants, \*Directories, Educational Administration, \*Educational Researchers, Elementary Secondary Education, Organizations (Groups), Professional Associations, \*Research and Development Centers, Research Coordinating Units

As in past editions of this directory, "educational management" is defined to include all aspects of the leadership, administration, and structure of public and private educational organizations—at the elementary and secondary levels—and the provision of facilities for their operation. The directory does not cover administration of higher education, career education, and health education. The organization listing is designed to guide users to sources of information. For this reason, each organization's policy for supplying information or publications is indicated. The directory includes both organizations engaged in research and development and those providing services such as disseminating information, providing consultation, promoting exchange of ideas, and conducting workshops. The personnel section is meant to facilitate communication among researchers, who can use the listing to locate others doing similar or related research. Only individuals conducting pure or applied research on topics in education management or engaged in documentation efforts are included. The directory lists 166 organizations and 334 researchers. Appended are subject indexes for both organizations and researchers combined into one index, and a geographic index to organizations. (Author/MLF)

ED 252 961

EA 017 472

Lezotte, Lawrence W.

**School Effective Research: A Tribute to Ron Edmonds. "One Perspective on an Effective Schools Research Agenda."**

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Techniques, Cognitive Processes, Educational Improvement, Educational Practices, Educational Quality, \*Educational Research, \*Educational Researchers, Elementary Secondary Education, Followup Studies, Outcomes of Education, \*Research Needs, \*Research Problems, \*School Effectiveness, \*Teacher Effectiveness

Identifiers—\*Edmonds (Ronald R.), \*Effective Schools Research

Prepared as a tribute to the late Professor Ronald R. Edmonds, this paper reviews the history and progress of school improvement based upon the ef-

fective schools research. Topics related to the scope and precision of effective schools research are discussed. A need for further research is claimed in the following areas: (1) noncognitive and higher order thinking; (2) multiple measures of the same concepts and constructs; (3) longitudinal studies of students who attend effective schools; and (4) determining whether effective schools sacrifice more ambitious goals in favor of minimum mastery for all. Since most effective schools research has been conducted in elementary schools, concern is expressed over adjustments necessary to conduct this research in secondary schools. Among other topics discussed are the limitations and possibilities of research and what can be learned by studying effective schools as research sites. The paper concludes with a plea for educational researchers to press for additional support for effective schools research and to continue to work collaboratively with educational practitioners at all levels. (MLF)

ED 252 962

EA 017 473

Walter, James E.

**Staff Development in the St. Louis Public Schools: An Inter-Organizational Analysis.**

Pub Date—25 Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984) as part of a symposium entitled, "Implementing Change through School-College Cooperation."

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, Consultants, \*Differences, Elementary Secondary Education, Higher Education, \*Institutional Characteristics, \*Organizational Theories, School Districts, \*Staff Development

Identifiers—\*Saint Louis City School District MO

Among the assumed benefits of cooperative ventures between universities and school systems is that the increased knowledge flow between the institutions should result in more relevant university programs and more theoretically and conceptually grounded decisions in the school system. However, the St. Louis (Missouri) area lacks a formal relationship of this sort. Based on participant observation in several staff development efforts involving the school district and area teacher education institutions, a model of interorganizational relations is used for analyzing school and university cooperation. Differences between universities and school systems in environment, time orientation, stratification, and complexity are explained as reasons why formal interorganizational relationships are unlikely. What has become institutionalized is an informal, ad hoc, and personalized way of transferring knowledge from one organization to the other. Individuals performing staff development consulting for the St. Louis schools view themselves as translators of research and synthesizers of the literature. The relative distance between universities and schools is seen as advantageous in sifting facts from substantial findings, and in keeping schools independent. A 15-item bibliography is appended. (MLF)

ED 252 963

EA 017 474

**Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period January 1, 1983 to June 30, 1983.**

New Jersey State Dept. of Education, Trenton. Div. of County and Regional Services.

Pub Date—Jul 84

Note—40p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cost Estimates, Discipline Policy, Drug Education, Educational Environment, Elementary Secondary Education, Nontraditional Education, Prevention, Public Schools, Record-keeping, School Districts, School Law, \*School Vandalism, State Departments of Education, State Legislation, State School District Relationship, \*Violence

Identifiers—\*New Jersey

Legislation enacted in 1978 and 1982 in New Jersey stipulated that a uniform recordkeeping system be established to gather information on reported offenses against persons, school buildings, and property. This report details the extent of violence and vandalism in the public schools of the state for the first 6 months of 1983. Of 593 districts, 516 re-

ported having experienced incidents of violence and vandalism. The number of incidents, the number of districts reporting an occurrence in a prescribed category of offense, and the cost incurred as a result of the offense are shown in two tables. Although differences in reporting procedures existed, the data on the incidents of violence and vandalism for the first 6 months of 1980 and 1981 are compared in another table. Other tables list actions taken by districts regarding the offenses and recommendations made by districts to reduce or eliminate violence and vandalism occurrences. Conclusions and recommendations from the State Department of Education, along with current initiatives, conclude the report. The focus of the recommendations and initiatives is on the need for developing programs in schools that help develop positive personal and social behavior patterns in students. In the appendixes are the texts of the legislation requiring the monitoring of violence in the schools, definitions, report procedures, and a directory of Regional Curriculum Services Units. (MLP)

ED 252 964

EA 017 475

Ellis, Thomas I.  
Class Size.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Reston, VA.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 85  
Contract—400-83-0013

Note—4p.

Available from—Publication Sales, National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 (\$2.00 prepaid; quantity discounts).

Journal Cit—Research Roundup; v1 n2 Apr 1985  
Pub Type—Information Analyses • ERIC Information Analysis Products (071) — Collected Works — Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Classroom Environment, \*Class Size, Correlation, Cost Effectiveness, \*Crowding, Elementary Secondary Education, Literature Reviews, \*Meta Analysis, Research Methodology, \*Small Classes, Teacher Attitudes

Identifiers—Class Size and Instruction Project, ERIC Clearinghouse on Educational Management, Virginia Beach Schools VA

After a brief introduction identifying current issues and trends in research on class size, this brochure reviews five recent studies bearing on the relationship of class size to educational effectiveness. Part 1 is a review of two interrelated and highly controversial "meta-analyses" or statistical integrations of research findings on class size, by Gene V. Glass and Mary Lee Smith: "Meta-Analysis of Research on the Relationship of Class Size to Achievement," and "Relationship of Class Size to Classroom Processes, Teacher Satisfaction, and Pupil Affect: A Meta-Analysis." Part 2 reviews "An Experimental Study of the Effects of Class Size," by Stan M. Shapson, from "American Educational Research Journal," (Spring 1980). Part 3 is a review of "Early Childhood Education Classroom Evaluation," by Jane Stallings and others. Part 4 covers "Class Size Project 1980-1981: Final Report," by Andrew T. Carrington and others. Part 5 is a review of "Crowding and Classroom Learning" by David E. Weldon and others, from "Journal of Experimental Education," (Spring 1981). (TE)

ED 252 965

EA 017 476

Verstegen, Deborah A.

The Education Block Grant: How It Measures up to Meeting Its Stated and Implied Goals.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—27 Apr 84  
Grant—NIE-G-81-0009

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Block Grants, Economically Disadvantaged, Educational Equity (Finance), Elementary Secondary Education, \*Federal Aid, \*Federal Legislation, \*Government School Relationship, Minority Groups, \*Politics of Education, Program Effectiveness, \*Resource Allocation, Revenue Sharing, School Support  
Identifiers—\*Education Consolidation Improve-

ment Act Chapter 2, Elementary Secondary Education Act, Reagan Administration

This research examined the distributional and programmatic impact of the Education Consolidation and Improvement Act (ECIA) of 1981, Chapter 2, during its first year of implementation, to determine how it has measured up to meeting the goal for which it was enacted, and whether or not the Reagan Administration's promises regarding block grants have been fulfilled. A brief historical review of antecedent federal legislation is provided, followed by the legislative history of ECIA. Provisions of the act are described, along with the claims of the Reagan Administration with respect to its effects. The validity of these claims is assessed by means of a multidimensional time-series study comparing the fiscal and distributive impact of antecedent federal aid to education for fiscal years 1980 and 1981 with Education Block Grant funding for FY 1982, at all levels of the intergovernmental transfer system. Findings revealed that reductions in aid, coupled with consolidation of categorical funding into block grants, had a disproportionately adverse effect on (1) the Mid-Atlantic and Great Lakes areas; (2) states with large numbers of poor children; and (3) minorities. The stated goals of the block grants, namely to reduce wasteful spending, improve education, and increase local decision-making power, have not been met. References are included, along with statistical tables. (TE)

ED 252 966

EA 017 480

Lincoln, Yvonne S. Guba, Egón E.

Research, Evaluation, and Policy Analysis: Heuristics for Disciplined Inquiry.

Pub Date—Feb 85

Note—42p.; Earlier versions of this paper were presented at the Annual Meeting of the Evaluation Network/Evaluation Research Society (1983) and the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Critical Thinking, Evaluation, Evaluation Utilization, \*Heuristics, Information Utilization, \*Inquiry, Logical Thinking, Policy Formation, \*Problem Solving, Publications, \*Research Methodology, \*Research Reports, Research Utilization

Identifiers—Cronbach (Lee J)

Research, evaluation, and policy analysis are elements of inquiry whose functions, aims, purposes, intended audiences, and intended outcomes have been confused in the literature discussing how to accomplish them. Using the definition of "disciplined inquiry" provided by Cronbach and Suppes (1969), which defines disciplined inquiry as the resolution of a problem to achieve understanding or to facilitate action, an analysis is made of each research, evaluation, and policy analysis. Each is found to fit within the definition of disciplined inquiry, and then each is dissected to compare purposes, audiences, and intended outcomes. Proposed for each is a new definition that incorporates the forms, functions, audiences, and outcomes. A bibliography is included. (Author/TE)

ED 252 967

EA 017 481

Phonast, Marilyn

Aumsville School District's Readiness Program:

Helping First Graders Succeed.

Oregon School Study Council, Eugene.

Pub Date—Feb 85

Note—47p.

Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$4.00 prepaid or purchase order; quantity discounts).

Journal Cit—OSCC Bulletin; v28 n6 Feb 1985

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educationally Disadvantaged, Elementary Education, \*Grade 1, \*High Risk Students, Mainstreaming, Primary Education, Prognostic Tests, Program Descriptions, Program Design, Program Development, Remedial Programs, \*School Readiness, Slow Learners, \*Special Classes, \*Special Programs, \*Transitional Programs

Identifiers—Aumsville School District OR

This bulletin describes a first-grade "readiness program" developed at the Aumsville (Oregon) School District to help children who have been found to be at risk in a standard first-grade program.

These students attend a readiness first grade designed to assist their development emotionally, socially, physically, and academically and only then go on to the regular first grade; hence, for them, first grade is a two-year program. The program is grounded in developmental theory and research, and it has achieved its short-range goals, though it is still too early to assess the long-range effects. After an introductory overview, the theory behind the program is presented and the steps taken to implement it are described. The second section describes the readiness program in operation: the screening process, the readiness room curriculum, development of motor skills, and classroom activities. The next section discusses results of the program after 2 years, and this is followed by a section covering the highlights of readiness theory and research. A short bibliography is included, along with five appendixes consisting of curricular and evaluative materials used in the readiness program. (TE)

ED 252 968

EA 017 482

Popkewitz, Thomas S.

The Idea and Ideology of Progress in Social and Educational Thought.

Pub Date—84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Christianity, Culture, \*Development, \*Evolution, \*Futures (of Society), Greek Civilization, \*Intellectual History, Philosophy, Sciences, Social Change, Social History, \*Sociocultural Patterns

Identifiers—\*Progress

One of the most important myths in education is that of progress. The idea derives from a specifically Western messianic tradition and contains the belief in the growth and the development of an organism. That belief emerges from Greek and Hebraic thought, is modified in Christian theology, and then is secularized in science. The persistence and good of existing social relations is posited, and the notion of good and evil is projected into the future in a manner that limits consideration of possibilities. In much contemporary social and educational science, progress is tied to an assumption of determinism. The problem is social amelioration that reconciles the world of the individual with the world that already exists. The notion poses fundamental contradictions for educational practice. The intent of schooling is to educate individuals; the mandate is a normative and progressive challenge. Its progressive element is that schooling is to help people understand the constraints, restraints, and possibilities of our human conditions. The actual assumptions about progress that underlie pedagogy, however, reify social conditions and institutions. There is a minimum of reflection and choice, and a mystification of institutional arrangements that is anti-intellectual. (DCS)

ED 252 969

EA 017 483

Curcio, Joan L. Manning, Edna M.

Board Self-Evaluation: A Sure Way to Improvement.

Pub Date—Feb 85

Note—5p.

Journal Cit—Updating School Board Policies; v16 n2 p1-3 Feb 1985

Pub Type—Reports - Descriptive (141) — Journal Articles (080) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Board of Education Role, \*Boards of Education, Elementary Secondary Education, \*Improvement Programs, Personnel Evaluation, \*Self Evaluation (Groups)

Identifiers—\*Tuloso Midway Independent School District TX

The seven-member board of a Texas school district decided to scrutinize its own performance through a self-evaluation instrument used by each member to evaluate how the board functions, not how each individual functions. Benefits of board self-evaluation include reaffirmation of the board's role, encouragement of board harmony, and identification of problems. The Tuloso-Midway self-evaluation instrument contains nine areas for the board's consideration. They are as follows: (1) board/superintendent relations, (2) board meetings, (3) board/community relations, (4) personal qualities, (5) staff relations, (6) board and instructional

programs, (7) board and finance, (8) board inservice, and (9) board leadership. To help other school districts write an evaluation instrument, sample statements from each of the nine areas are provided. (MLF)

ED 252 970

EA 017 485

Robinson, Glen E.

Effective Schools Research: A Guide to School

Improvement. ERS Concerns in Education.

Educational Research Service, Arlington, Va.

Pub Date—Feb 85

Note—33p.

Available from—Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00003; \$6.00).

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—\*Educational Assessment, \*Educational Environment, Educational Research, Elementary Secondary Education, Leadership Qualities, \*Principals, \*Program Effectiveness, \*School Effectiveness, \*Teacher Effectiveness

Identifiers—\*Effective Schools Research

The cluster of studies that has come to be called the "effective schools research" is providing a reliable database on the basic differences between effective and noneffective schools. Researchers have identified three fundamental factors common to effective schools: (1) a belief in, and commitment to, student learning; (2) a sense of control among professional staff; and (3) concrete action plans. In addition, a number of specific elements were found in schools where student achievement was above expected levels. For example, principals in effective schools are characterized as being well organized, making frequent classroom visits, and conveying high expectations for students and staff, and teachers are characterized by having high verbal and conceptual ability, a concern for upgrading professional skills, and spending more time actively teaching. Effective schools have an orderly school climate; discipline that is clear, firm, and consistent; and parental involvement in student learning. Programs in effective schools are goal-oriented with immediate feedback to students. Finally, effective schools have programs for assessing and evaluating their own staffs and programs. Research findings on school improvement have had positive effects in restoring public confidence and raising expectations, focusing attention on the individual school as the unit for effecting change, and emphasizing the leadership role of the school principal. (MLF)

ED 252 971

EA 017 487

Wilson, Laval S.

Typing Program Assessment and Instructional Planning to the Allocation of Financial Resources.

Pub Date—12 Mar 84

Note—12p; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New York, NY, March 9-13, 1984).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, \*Educational Planning, Elementary Secondary Education, Grouping (Instructional Purposes), Information Seeking, Information Utilization, Intermediate Grades, Policy Formation, Program Development, \*Program Evaluation, \*Program Improvement, \*Resource Allocation, Superintendents

Identifiers—Rochester City School District NY

In the context of findings from the recent nationwide studies and reports on the status of education, this paper focuses on the program assessment, instructional planning, and resource allocation efforts of the Rochester (New York) School District. The first phase, the Rochester Assessment Project, began with informal meetings between the superintendent and various constituencies, from which impressions were obtained about the strengths and weaknesses of the district. This information was verified with more formal assessment procedures, and a database was compiled on such issues as demography, achievement, attendance, student mobility, suspension, student loss, and special education. On the basis of this information, consensus was reached about necessary program changes, and a tentative 3-year course of action was outlined. As an illustration of how planning is related to assessment, one of the 18 initiatives in the 3-year plan, a regrouping of the seventh and eighth grades, is described as a re-

sponse to findings from the assessment project. The final section describes how money and resources were allocated by the superintendent and the board to implement the project. A summary, in which the interdependence of program assessment, instructional planning, and resource allocation is reemphasized, concludes the paper. (TE)

ED 252 972

EA 017 488

Hajjar, H.

Intensive Training Course on Microplanning and

School Mapping Report. (Omdurman, Democratic

Republic of Sudan, January 8-26, 1983).

General Motors Research Labs, Warren, MI; United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—83

Note—208p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France (Order No. E.32; 15.00 francs).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Assessment, Educational Demand, Educational Development, Educational Planning, Educational Policy, Elementary Education, \*Evaluation Methods, Foreign Countries, \*Management Development, National Programs, Needs Assessment, \*Workshops

Identifiers—International Institute for Educational Planning, Microplanning, \*School Mapping, \*Sudan

To achieve universal primary education by the year 2000, the Sudanese government found that it would have to do substantial research into the varying local conditions affecting the implementation of national educational programs. Two steps that could help ensure the effectiveness of national efforts are (1) involving local and regional personnel in planning the application of national policies at the local level and (2) gathering and using local information. Microplanning of this type—with its research component called "school mapping"—was a concept with which the International Institute for Educational Planning (IIEP) had been working, so the Sudanese Ministry of Education called on IIEP to help organize a pilot training program in school mapping in its White Nile province. This document introduces the concepts behind, objectives of, participants in, preparation for, content of, and reactions to the 3-week course conducted jointly by Sudan and the IIEP in Omdurman in January 1983. Materials used in the training exercises make up the bulk of the document. Appendices include a closing speech to participants by the Sudanese Minister of Education and Guidance, a list of the participants, the schedule followed, an evaluation questionnaire, and a questionnaire for surveying primary and intermediate schools. (PGD)

ED 252 973

EA 017 489

Malpica, Carlos Rusekh Shapour

Educational Administration and Multilevel Plan

Implementation: Experiences from Developing

Countries. Contributions to IIEP Seminars Held

in November 1979, November 1980 and to an

IIEP Workshop Held in December 1980.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—83

Note—205p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France (Order Number F.74; 15.00 francs).

Pub Type—Collected Works - General (020) —

Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrative Organization, Bibliographies, \*Developing Nations, Educational Administration, \*Educational Planning, Educational Research, Foreign Countries, Intermediate Administrative Units, \*National Programs, National Surveys, \*Organizational Communication, State School District Relationship, Vertical Organization

Identifiers—Bangladesh, Costa Rica, India, International Institute for Educational Planning, \*National Development, \*National Planning, Peru, Tanzania

Eight papers, each presented at one of three conferences sponsored by the International Institute for Educational Planning (IIEP), are published together in this collection. It provides an overview of the current interest in developing nations in the role of administration in educational development, particularly as that role involves the coordination of administrative efforts at different levels (national, regional, local, and institutional) in the furtherance of national educational policy objectives. The papers are: "Decentralization in Educational Administration: The Third World Perspective" (Anil Bordia); "Regionalization of Education: Lessons from Some Experiences of Latin America" (J. B. Bernal); "Education and Sectoral Development at Local Level—An Integrated Approach" (S. N. Saraf); "Experience of Educational Microplanning in Peru through Nuclearisation" (G. Ruiz-Duran); "The 'Nuclearization' Programme in Costa Rica" (Carlos E. Olivera); "Multi-level Educational Planning and Administration in India" (M. V. Mathur); "Integrated Planning in Tanzania—The 1972 Decentralization and the 1975 Village Acts" (Omar R. Mapuri); "A Crash Programme in Mass Education: The Experience of Bangladesh" (M. Selim). An extensive introduction places the papers and their subjects in the broader context of IIEP's ongoing research efforts concerning the place of educational administration in the educational planning process. A substantial bibliography of relevant materials is appended. (PGD)

ED 252 974

EA 017 490

Griffin, Richard A. And Others

Revamping Secondary School Science Education.

Pub Date—84

Note—19p; Paper presented at the National Convention of the Council of States on Inservice Education (Florida, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Biology, \*College School Cooperation, Curriculum Development, Educational Counseling, Educational Facilities, Elementary Secondary Education, Evaluation, Inservice Teacher Education, Motivation, Scheduling, \*School Community Relationship, \*Science Course Improvement Projects, \*Science Curriculum, \*Science Education, Science Instruction, Science Laboratories, Science Teachers, Teacher Education, Textbook Evaluation

Identifiers—Conroe Independent School District TX

Recent criticisms of science education in the United States led to a unique experience in the Conroe Independent School District in Texas. An evaluation committee of local professional and eminent scientists was established by the local superintendent to review and evaluate the adequacy of (1) the scope and sequence of science courses; (2) laboratory and classroom facilities; (3) equipment and supplies; (4) student participation in science activities; (5) textbooks and teaching aids; (6) inservice opportunities; (7) student scheduling and counseling; (8) teaching force; (9) enrichment activities; and (10) library offerings, at the secondary and elementary levels. The committee visited science classes, counseled with participating students, and conferred with science teachers at all levels throughout the district. Findings include: (1) the high school teachers lacked current, state-of-the-art science knowledge; (2) the science courses needed improvements in six specific areas; (3) the laboratories needed larger physical facilities with more sophisticated equipment; and (4) there was a need to improve academic counseling of students with respect to science and mathematics course prerequisites. The changes that have resulted from the evaluation have led to improved instruction and support of science education in the district, and an ongoing relationship between the district schools, scientists, and the university programs. (Author/JMD)

ED 252 975

EA 017 492

Lawton, Stephen B. Tsalalis, Theodore

Is Ontario Under-Investing in Elementary Education? A Research Agenda. Revised.

Ontario Public School Teachers' Federation, Toronto.

Pub Date—Dec 84

Note—68p; Document contains light type.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)



**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Crime, Economic Development, \*Educational Benefits, Educational Economics, Educational Sociology, \*Elementary Education, \*Finance Reform, Financial Needs, \*Financial Support, Foreign Countries, \*Government School Relationship, Politics of Education, Public Health, \*Resource Allocation, School Community Relationship, School Support, Teacher Student Relationship, Trend Analysis  
Identifiers—\*Ontario

This report addresses the issue of whether Ontario's investment in elementary education is adequate. Specific questions are posed, reviews of relevant literature conducted, and an assessment of the soundness and completeness of existing evidence is made. After an introductory overview, chapter 2 presents a series of five tables illustrating Ontario school finance trends from 1968 to 1980: per pupil expenditures; the allocation of these funds among public, separate, and secondary schools; the number of special education students; the number of pupils per teacher; and the ratio of public and separate school pupil-teacher ratios to secondary school pupil-teacher ratios. Chapter 3 reviews research that demonstrates the social benefits of education to the entire community. Chapter 4 reviews research showing a positive correlation between education and public health. Similarly, chapter 5 reviews research showing an inverse correlation between education and the crime rate, while chapter 6 draws on research to show the positive effects of education on economic growth. The concluding chapter discusses the private and social rates of return on investment in education. An epilogue provides an update on recent actions taken by the Ontario government in support of education and points out the need for further research. (TE)

ED 252 976 EA 017 493

**Indicators of Education Status and Trends.**

Department of Education, Washington, DC.

Pub Date—Jan 85

Note—117p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, \*Educational Assessment, Educational Environment, Educational Resources, \*Educational Status Comparison, \*Educational Trends, Elementary Secondary Education, Expenditure per Student, Government Publications, High School Graduates, \*Outcomes of Education, Public Opinion, \*School Statistics, Scores, State Standards, Student Characteristics, Teacher Effectiveness, Teacher Salaries, Teacher Student Ratio, Teacher Supply and Demand  
Identifiers—\*Indicators

The Department of Education has assembled 20 "indicators," drawn from the mass of available statistics on institutions, enrollments, finances, and staff, that describe the condition and progress of elementary and secondary education. Data are assembled under three categories of measures: outcomes, resources, and context of education. The section on outcomes contains such measures as the proportion of 18- to 19-year-olds who have graduated from high school, student achievement, and what students do after they graduate. Student performance data are drawn from the National Assessment of Educational Progress, the Scholastic Aptitude Test (SAT), and the American College Testing Program (ACT). A study by the International Association for Evaluation of Educational Achievement (IEA) compares mathematics achievement in grades 8 and 12 in the United States with that of comparable students from 18 other countries. The resources section contains data on such measures as fiscal resources, quantity and quality of the teaching force, estimated teacher supply and demand, and teacher earnings. The section which focuses on context of education includes such variables as instructional climate of the school, opinion and support of parents and the community, student characteristics, graduation requirements, and an index of state requirements for special educational services. Eleven appendices provide supplementary data and a glossary concludes the report. (MLF)

ED 252 977 EA 017 494

Nicholls, Glenn

**Enhancing Equity in Manitoba Schools. The Report of the Education Finance Review.**  
Manitoba Dept. of Education, Winnipeg.

Pub Date—Oct 83

Note—238p.; Some tables may reproduce poorly due to broken print.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Educational Economics, \*Educational Equity (Finance), \*Educational Finance, Educational Needs, Elementary Secondary Education, \*Financial Policy, \*Financial Support, Foreign Countries, Foundation Programs, Full State Funding, Governance, \*Government School Relationship, Politics of Education, School Support, Tax Allocation  
Identifiers—\*Manitoba, Manitoba Department of Education

This is the report of a finance review which examined long-standing inequities in education finance as well as current problems stemming from declining enrollment and sparse rural populations. An introduction provides the rationale for the review, along with the mandate set out by the Minister of Education, an overview of the organization and operation of the review, and the format. Chapter 2 addresses the underlying principles of education finance: student and taxpayer equity, accountability, local autonomy, and the need for balancing principles in an overall financing formula. Chapter 3 provides a brief description of education finance plans: foundation plans, percentage and power equalization plans, voucher schemes, and full provincial funding—with particular reference to Manitoba's preference for foundation programs. Chapter 4 examines the political, social, and economic context for the review, and the degree to which the current education support program is accepted. Chapter 5 provides the rationale and recommendations for government support of education: source of funds, disbursement of funds, governance. A summary of recommendations follows, covering these and other concerns such as compensatory education, vocational education, English as a Second Language, French, heritage languages, curricular materials, continuing education, small schools, transportation, capital, equalization, block grants, special revenue schools, and private schools. Ten appendices provide supporting documentation for the report. (TE)

ED 252 978 EA 017 495

**Principles of Effective School District Governance and Administration.**

American Association of School Administrators, Arlington, Va.; National School Boards Association, Alexandria, VA.

Pub Date—84

Note—18p.; Reviewed and approved by the Joint AASA-NSBA Committee.

Available from—Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00136; \$3.50 plus \$2.50 shipping and handling, prepaid; quantity discounts).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrative Principles, Administrator Evaluation, \*Administrator Responsibility, \*Administrator Role, \*Board Administrator Relationship, \*Board of Education Policy, Elementary Secondary Education, Governance, \*Interprofessional Relationship, Leadership Responsibility, Management Development

The first part of this publication delineates, in capsule form, the responsibilities of superintendents and other members of an administrative team. Thereafter, seven basic principles are presented that contribute to a sound, productive relationship between school boards and administrators: (1) a specific written description of administrators' professional duties and responsibilities; (2) the assurance of a thorough and regular evaluation of professional performance; (3) the opportunity to participate in administrative staff inservice training; (4) the expectation of proper review before the school board prior to dismissal, demotion, or non-renewal; (5) compensation in accordance with established salary procedures; (6) a voice for administrators in the development and implementation of all policies; and (7) appropriate recognition due a member of a respected profession (professional associations can help). (TE)

ED 252 979 EA 017 497

**Public Attitudes to Education. A Report. Number**

84-06.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date—May 84

Note—31p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, Citizen Participation, Continuing Education, \*Educational Assessment, Educational Finance, \*Educational Quality, Foreign Countries, Postsecondary Education, \*Public Opinion, Questionnaires, \*School Attitudes, School Role, Second Language Instruction, Sex Education, Special Education, Tables (Data)

Identifiers—\*Manitoba

To provide those involved with education with a clear sense of public attitudes on some major educational issues, 1,013 telephone interviews were conducted in Manitoba in January 1984. This report provides results of the survey together with an analysis of their significance. The questions asked were divided into five major categories: (1) quality of education, (2) funding of education, (3) special programs, (4) public involvement, and (5) postsecondary accessibility and continuing education. Responses were analyzed by age, gender, place of residence (Winnipeg/other), level of education, and presence of students in the household. Where present, significant differences in responses for these subgroups are noted in the report. Findings of the survey showed that: (1) Public perceptions of the quality of education are neither so positive as to be comfortable nor so negative as to be alarming; with the exception of high school, where concern is stronger, there is qualified support for educational equality; (2) Education is seen as reasonably well funded with no public support for increased spending; (3) Strong public support for new initiatives in the areas of Heritage Language and sex education and support for programs for special needs students; (4) Strong support for increased public involvement in education; and (5) Most Manitobans believe that accessibility to postsecondary education is good; there is a large demand for adult education especially from the most affluent and educated. (A brief summary in both French and English is included.) (MLF)

ED 252 980 EA 017 498

Schneider, Gail Thierbach

**The Myth of Curvilinearity: An Analysis of Decision-Making Involvement and Job Satisfaction.**

Pub Date—85

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Organization, Curriculum Development, Educational Administration, Educational Research, Elementary Secondary Education, \*Job Performance, \*Job Satisfaction, \*Organizational Climate, \*Participative Decision Making, Recognition (Achievement), \*Teacher Participation, Textbook Selection

Identifiers—Contingency Models, Curvilinear Functions, Likert Scales

Past researchers have claimed that it is possible to over-involve individuals in decision-making and that this saturation may result in a decrease in job satisfaction. This paper presents a synthesis of three studies that covered the kindergarten through 12th grade spectrum and tested the curvilinear relationship between teacher involvement in decision-making and job satisfaction. The research found that a significant relationship existed between respondents' decision condition and their level of job satisfaction. The results also indicate that the point of saturation has not been reached. From the responses in these studies it is reasonable to assume that administrators have considerable latitude in which to increase teacher involvement in decision-making before diminishing job satisfaction. The paper includes an extensive reference list, two tables, and one illustrative figure. (Author/MD)

ED 252 981 EA 017 509

Picus, Larry Holznagel, Donald

**Electronic Communication Networks for Education: Policy Implications for SEAs. Discussion Draft.**

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Jun 83

Note—30p.; Prepared for the Chief State School Officers of the Northwest and Pacific.

**Pub Type—** Reports - Evaluative (142)  
**EDRS Price - MF01/PC02 Plus Postage.**  
**Descriptors—** Administrators, Computer Assisted Instruction, Computer Oriented Programs, Databases, \*Dial Access Information Systems, \*Information Networks, Information Retrieval, Library Networks, Management Information Systems, Microcomputers, \*Online Systems, \*Policy Formation, School Districts, \*State Departments of Education, State School District Relationship, \*Telecommunications

**Identifiers—** Database Producers, Data Transmission, Electronic Mail

Providing the chief state school officers of the Northwest and the Pacific states with information on the policy options they face in establishing an electronic communication system, this paper is divided into four sections. The first section describes potential uses of electronic communication networks in education for correspondence, management information, instruction, testing and evaluation, information base access, and database access. The second section describes the modes of operation for electronic communication networks and the capabilities of each mode. These include electronic mail, bulletin board, newsletter, document transmission, and data transmission. The third section discusses the technical considerations surrounding the establishment of an electronic communication network and considers the relative advantages and disadvantages of various configurations. The fourth section describes the policy issues a chief state school officer must consider in establishing an electronic communication network. This includes such issues as cost, operational control, privacy, user training, and the number of system users. (Author/MLF)

**ED 252 902** EA 017 513

**Hansen, Kenneth H.**  
**Policy Options for Education Reform: A Policy Analysis Paper. Discussion Draft.**

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

**Pub Date—** Sep 84

**Note—** 21p; Prepared for the Chief State School Officers of the Northwest and Pacific.

**Pub Type—** Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—** \*Academic Standards, Career Ladders, Differentiated Staffs, Educational Assessment, \*Educational Change, \*Educational Improvement, \*Educational Policy, Elementary Secondary Education, Equal Education, Instructional Improvement, Master Teachers, Merit Pay, School District Autonomy, School Effectiveness, State School District Relationship, \*Teacher Salaries

**Identifiers—** United States (Northwest), United States (Pacific States)

This document examines approaches to educational reform currently under consideration in the Pacific Northwest and discusses policy issues involved with these reform efforts. The introduction discusses broad-scale policy issues, including the setting of priorities amid the diversity of reforms, the clarifying of beliefs and selection of changes that policymakers truly believe in, the analysis of constraints, and the analysis of consequences stemming from various options. The first major section thereafter discusses issues arising from efforts to increase requirements and raise standards. These issues include establishing the motivation for increasing requirements, uniformity of requirements, locus of control (state or local), clarifying requirements, assessment, nonperformers, and equity. The second major section covers teacher salary reforms, including merit pay, master teacher programs, differentiated staffing, career ladders, and output measures. Issues discussed include policy motivation, projected effect on instructional improvement, and the relative advantages and disadvantages of each approach. (TE)

**ED 252 983** EA 017 515

**Lundin, Janet, Ed.**  
**California School Accounting Manual, 1984 Edition.**

California State Dept. of Education, Sacramento. **Pub Date—** 84

**Note—** 179p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$4.50 prepaid; California residents add sales tax).

**Pub Type—** Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—** Definitions, Elementary Secondary Education, Program Budgeting, Records (Forms), \*School Accounting, \*State Standards

**Identifiers—** \*California

California's official school accounting procedures, amended in 1984 to clarify definitions and improve program cost accounting, are presented. Following an introduction that discusses general characteristics of school accounting, the manual explains the following areas of accounting practice: (1) financial reporting; (2) income; (3) expenditures; (4) supplies and capital outlay, including equipment, sites and improvement of sites, building fixtures, and service systems; (5) stores system procedures, controls, and accounting; (6) general and subsidiary ledger accounting; (7) accounting terminology; and (8) data processing terminology. The explanatory text is supplemented, where appropriate, with sample forms, reference charts, and lists of accounts. (MCG)

**ED 252 984** EA 017 518

**Involvement of Parents and Other Citizens in the Educational System. A Position Statement and Resource Guide.**

Michigan State Board of Education, Lansing.

**Pub Date—** Nov 83

**Note—** 14p; Reprinted February 1985.

**Pub Type—** Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—** Boards of Education, \*Citizen Participation, Community Organizations, Elementary Secondary Education, Marketing, Parent School Relationship, Public Relations, Public Support, \*Resource Materials, \*School Community Relationship, Volunteer Training

**Identifiers—** \*Michigan State Board of Education

This booklet provides a practical guide for schools to use to help involve parents and citizens in the educational system. It is provided as a resource for Michigan school districts. Schools play a key role in the involvement of parents and citizens in three major areas: (1) communicating with all parties to ensure support and understanding; (2) training parents and other citizens to assist with school programs; and (3) marketing a positive school image for strong community support. Parents and other citizens can be involved with the schools as resource linkers, classroom volunteers, decision advisors, future-orientators, educational monitors, and community organizers. The booklet includes suggested strategies with which to develop parental and citizen involvement in each of the six volunteer roles and at the student, classroom, building, district, and support organization levels. (MD)

## EC

**ED 252 985** EC 171 128

**Holman, E. Riley**

**The Creative among Us.**

**Pub Date—** Feb 82

**Note—** 89p; Paper presented at the Eastern Educational Research Association Conference (5th, West Palm Beach, FL, February 1982).

**Pub Type—** Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—** \*Creative Development, \*Creativity, Interviews, Young Adults

Fifty young adults (and one 82-year-old) identified as creative by graduate students were interviewed. Content analysis was performed on information from the interviews, which usually addressed 10 questions on the individual's perceptions of creativity, interests, definition of creativity, creative processes, facilitating conditions, and obstacles to creativity. Data are reported for each question, followed by discussion and interpretation sections. Methodological difficulties with the interview formats are considered. The three appendices provide excerpts in which interviewees describe their creative processes. (CL)

**ED 252 986** EC 171 319

**Holtzman, Wayne H., Jr. Mendoza, Patricia**

**Decision Models to Assist in Assessment Procedures for Bilingual Exceptional Children.**

**Pub Date—** Aug 84

**Note—** 11p; Paper presented at Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

**Pub Type—** Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—** Bilingual Education, \*Cultural Differences, Decision Making, Elementary Secondary Education, \*Learning Disabilities, \*Limited English Speaking, \*Models, Non English Speaking, \*Spanish Speaking, Special Education, \*Student Evaluation, \*Student Placement

The reasons for overrepresentation of Hispanic children in the learning disability service category are examined, and two assessment models designed to accommodate the needs of limited English proficient (LEP) and bilingual exceptional children are analyzed. The first model, a modification of J. Tucker's model, proposes parent consultation at every stage of the assessment process and relies on a variety of different types of data from different sources. P. Mendoza's Coordinated Service Delivery Model is also described, and its advantages are noted to include delineation of procedural safeguards at the preassessment stage to validate referral of culturally/linguistically different students or LEP students. This model emphasizes determination of specific levels of language proficiency through a comprehensive language assessment. It is suggested that an integration of two models holds the most promise. (CL)

**ED 252 987** EC 171 320

**Yellin, A. M. And Others**  
**Vigilance Performance in Attention-Deficit Disorder and Conduct Disorder.**

**Pub Date—** Aug 84

**Note—** 12p; Paper presented at Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

**Pub Type—** Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—** \*Adolescents, \*Attention Deficit Disorders, \*Behavior Disorders, Hyperactivity, \*Research Methodology

Discriminant analysis of vigilance performance measures differentiated 11 adolescents with attention deficit disorder and hyperactivity from 20 adolescents with conduct disorder, while univariate analyses of variance failed to reveal statistically significant differences between the two groups. While both groups displayed similarities in inhibition deficit, the results indicated that attentional behavior is not identical in these two disorders, especially with respect to variability in performance. This study highlights the importance of multivariate approaches in psychiatric research and suggests that relevant information which is contained in the relationship between variables may escape detection by univariate methods. (Author/CL)

**ED 252 988** EC 171 321

**Mullen, Yvonne**

**A Psychologist Looks at Mainstreaming.**

**Pub Date—** Jun 84

**Note—** 14p; Paper presented at the International Convention of the Alexander Graham Bell Association (Portland, OR, June 26-30, 1984).

**Pub Type—** Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—** Elementary Secondary Education, \*Hearing Impairments, \*Mainstreaming, \*Student Placement, \*Success

It is noted that mainstreaming has been equated with criterion for success of handicapped children despite the fact that some children are best served by more specialized educational placements. With specific attention to hearing impaired students, factors involved in successful mainstream placement are considered. Research on six student variables (audiological factors, communication skills, intelligence, achievement, personality and age factors) and five environmental variables (classroom teacher's skills and attitudes, administrative support, direct support services, physical environment, and family support) is reviewed. Guidelines are suggested regarding placement in the following settings: full integration, special classes, and special schools. It is concluded that the relative restrictiveness of a placement lies not in the setting itself, but in the closeness of the match between programing and student needs. (CL)

ED 252 989

EC 171 322

Corney, Paul

**The Future of Work for People with Disabilities: A View from Great Britain. Monograph Number Twenty Eight.**

World Rehabilitation Fund, Inc., New York, NY.  
Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.  
Report No.—ISBN-939986-42-6  
Pub Date—84

Grant—G008103992

Note—77p.

Available from—World Rehabilitation Fund, 400 East 34 St., New York, NY 10016.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Disabilities, \*Employment Patterns, Employment Potential, Foreign Countries, Futures (of Society), Program Effectiveness, \*Trend Analysis, \*Vocational Rehabilitation  
Identifiers—\*Great Britain

The monograph examines reasons for declining placement of people with disabilities reported since 1970 by vocational rehabilitation programs. It begins by briefly noting the changing face of industrial society and suggests the need to reexamine traditional concepts of work as paid employment. The effects of new technologies are traced, along with changes in the distribution of occupations, changes in working conditions and the organization of work, changes in attitudes toward work and the meaning of work. The origins and evolution of British vocational rehabilitation are noted, and trends revealing the accumulation of a large pool of long-term unemployed disabled people are cited. The final section addresses the future of the British vocational rehabilitation system, noting the need for improvement in four areas: assessment and intervention methods appropriate to a post-industrial society, increased services to underserved portions of the disabled population (e.g. disabled women, disabled people in rural areas), increased attention to the social and economic context in which services are provided, and use of more sophisticated planning and decision making aids. (CL)

ED 252 990

EC 171 323

**Behavioral Strategies for Psychological Intervention.**

Iowa State Dept. of Public Instruction, Des Moines.

Div. of Pupil Personnel Services.

Spons Agency—Drake Univ., Des Moines, Iowa.

Midwest Regional Resource Center.

Pub Date—80

Note—246p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Behavior Change, \*Behavior Modification, Contingency Management, \*Disabilities, Elementary Secondary Education, Punishment, School Psychologists, Timeout

Ten papers contributed by school psychologists or university educators working with school psychology programs review psychological theory and research on behavioral strategies for psychological intervention. Following an overview on the effective use of behavior modification in the school, nine behavior change methods are examined in terms of research, underlying theoretical principles, guidelines for the application of the procedures, and illustrative case examples. The following methods are considered: the Premack Principle (making a higher probability event contingent on the performance of a lower probability behavior), differential reinforcement of low rates, modeling-based interventions, precision teaching, differential reinforcement of other behavior; satiation, negative practice and overcorrection; timeout; punishment; and extinction. (CL)

ED 252 991

EC 171 324

Bailey, Rebecca J. And Others

**Educational Guide for the Physically Handicapped.**

Northwest Suburban Special Education Organization, Palatine, IL.  
Pub Date—Aug 81

Note—202p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Academic Achievement, \*Adapted Physical Education, \*Daily Living Skills, Elementary Secondary Education, Emotional Development, Eye Hand Coordination, Interpersonal Competence, Language Arts, Mathematics, \*Mo-

tor Development, \*Physical Disabilities, Prevocational Education, Reading, Sciences, Social Studies, \*Speech Skills, Teaching Methods

The curriculum is designed to help teachers and administrators in providing effective education to physically handicapped students. Physically handicapped students are defined here as those who participate in regular public school programs on an integrated or self-contained basis with assistance from support staff who assist in all areas of learning where the students' handicapping conditions interfere with their ability to perform and learn. These students may be classified as those students with: (1) orthopedic impairment; (2) neuromuscular/musculoskeletal disease; (3) cardiovascular and respiratory system disabilities; (4) disabilities of metabolic origin; and (5) learning deficits (e.g., cognitive delays directly or indirectly attributed to the physical handicapping condition). Objectives, suggestions, and instructional techniques are offered for seven major topic areas: (1) motor considerations (positioning, external supports, physical assistance, adapting environment, lifting and moving, communication); (2) academics (fine motor skills and concept development for early childhood, reading and language arts, mathematics, science, social studies); (3) prevocational skills; (4) speech and language; (5) daily living skills; (6) social/emotional development; and (7) adaptive physical education (positioning, external supports, physical assistance, adapting environment, lifting and moving). Some of the sections are divided into age levels (primary through junior high). (CL)

ED 252 992

EC 171 325

Aspinall, Sharon And Others

**Educational Guide for the Educable Mentally Handicapped.**

Arlington Heights Community Consolidated School District 59, Ill.; Arlington Heights Public School District 25, Ill.; Northwest Suburban Special Education Organization, Palatine, IL; Wheeling Community Consolidated School District 21, Ill.

Pub Date—20 Apr 82

Note—83p.; Prospect Heights School District 23, River Trails District 26, and Mount Prospect School District 57 were also involved in the development of the guide.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, Eye Hand Coordination, Health Education, Junior High Schools, Language Arts, Mathematics, \*Mild Mental Retardation, Motor Development, Prevocational Education, Reading, Sciences, Self Care Skills, Social Development, Social Studies

The curriculum for elementary or junior high educable mentally handicapped students is sequentially developed to include skills necessary for vocational competence and independent living. Sequenced objectives are presented for eight major curriculum areas: (1) reading/language arts (receptive and expressive language, phonemic analysis, comprehension, study skills); (2) math (vocabulary, numeration, money, fractions, measurements); (3) fine motor (cutting, pre-handwriting, penmanship); (4) gross motor (standing, push-pull, ball handling, tumbling, rhythm, laterality); (5) self-help (eating and cooking skills, grooming, household chores); (6) social/emotional development (regarding the self, regarding the group); (7) prevocational skills (occupational awareness, attitude development); and (8) science, social studies, health (American history, career education, food groups/nutrition, safety, sex education). (CL)

ED 252 993

EC 171 326

Kisinger, Patricia Ary, Donald

**Efficient Location of Information in Special Education.**

Pub Date—84

Note—14p.

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Databases, \*Disabilities, Elementary Secondary Education, \*Indexes, Information Retrieval, \*Information Seeking, Research Methodology, \*Special Education

Many individuals are concerned that the "knowledge explosion" in special education is making it difficult to keep up with research in the field. However, at the same time that knowledge has been expanding, efficient ways of locating knowledge

have developed and additional sources of integrative reviews of research have appeared. The paper describes major sources of comprehensive reviews, indexes and other information sources on special education. General reviews of special education research, including "Advances in Special Education" (Keogh) and "Yearbook of Special Education" are introduced, as well as reviews of educational research and psychology which contain information of interest to special educators. Suggestions are offered for locating research on specific topics via indexes (such as "Exceptional Child Education Resources," "Current Index to Journals in Education," and indexes specific to disability areas such as "Low Vision Abstracts"), guides to dissertations and theses (e.g., "Dissertation Abstracts International"), guides to tests (e.g., "Tests in Print II"), and guides to government publications, computer searching, and basic guides (such as D. Berry's "Bibliographic Guide to Educational Research"). (CL)

ED 252 994

EC 171 327

Nutter, Norma Safran, Stephen P.

**Sentence Combining and the Learning Disabled Student.**

Pub Date—[83]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Learning Disabilities, \*Sentence Combining, Sentence Structure, Tutoring, Writing Exercises, \*Writing Improvement, Writing Skills

Theory and research indicated that sentence-combining exercises (SCE's) might be effective for improving the writing of learning disabled (LD) pupils. Seven college seniors in special education were trained to implement SCE's naturally in tutoring 13 LD pupils in grades 1-6 over a 10 week period, with a control group of 8 seniors tutoring 11 LD pupils. Pre- and postwriting samples, obtained using standardized drawings as stimuli, were analyzed for mean number of words, mean number of words per T-unit, percentage of well-formed T-units, and mean number of adjectives per T-unit. While no significant differences were present for the control group, the experimental group made significant gains on mean number of words (p.05) and mean number of words per T-unit (p.001). No evidence was found that the experimental group either overapplied their SCE instruction or created errors in new syntactic structures. Limitations of the study were discussed. However, the size of the effects obtained and the fact that data corroborated previous studies with other populations indicated that instructional use of SCE's with LD pupils should be pursued. (Author)

ED 252 995

EC 171 328

Decker, Nan Montandon, Betsy

**Captioned Media in the Classroom.**

WGBH-TV, Boston, Mass. The Caption Center.

Spons Agency—Special Education Programs (ED-

/OSERS), Washington, DC.

Report No.—ISBN-0-913072-60-5

Pub Date—84

Note—48p.

Available from—National Association of the Deaf, 814 Thayer Ave., Silver Spring, MD 20910 (\$4.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Audiovisual Communications, \*Captions, \*Deafness, Educational Media, Elementary Secondary Education, \*Hearing Impairments, Media Selection

Identifiers—\*Captioned Media

Intended to promote the effective use of captioned media in the education of hearing impaired students, the manual contains theoretical and historical background information about captioning, illuminates major issues in the field of captioning (e.g., edited versus verbatim captioning and the need to teach caption-reading skills), and offers instructional ideas for using captioned media to teach decoding skills, word meaning, grammar, and story structure. Sources of captioned media and a selected research bibliography are appended. (JW)

ED 252 996

EC 171 329

Poell, Annette

**Captioned Media for Hearing-Impaired Youngsters: What Parents Need to Know.**

WGBH-TV, Boston, Mass. The Caption Center.

Spons Agency—Special Education Programs (ED-

/OSERS), Washington, DC.



Report No.—ISBN-0-913072-62-1

Pub Date—84

Note—27p.

Available from—National Association of the Deaf, 814 Thayer Ave., Silver Spring, MD 20910 (\$4.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Captions, Children, \*Deafness, \*Hearing Impairments, \*Parent Influence, \*Television Viewing

Identifiers—\*Captioned Media

The manual is intended to assist parents in improving the quality of television viewing for their hearing impaired children. Basic concepts associated with the technology of captioning (e.g., open and closed captions and script editing) are described, and information and suggestions are offered that can make caption reading easier for children. Recent advances in captioning are noted, and a brief resource list for parents is appended. (JW)

ED 252 997 EC 171 330

Watson, Douglas, Ed. And Others

Vocational Evaluation of Hearing-Impaired Persons: Research and Practice.

Arkansas State Div. of Rehabilitation Services, Little Rock; Arkansas Univ., Little Rock. Rehabilitation Research and Training Center on Deafness and Hearing Impairment.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—83

Grant—G00810-3980-RT-31

Note—110p.; Symposium on "Innovative Research and Practice in Evaluation, Adjustment Training and Employment Services for Hearing Impaired Persons" (Little Rock, AR, October 19-21, 1982). Available from—National Association of the Deaf, 814 Thayer Ave., Silver Spring, MD (\$4.95).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Counseling, \*Deafness, \*Hearing Impairments, Multiple Disabilities, Postsecondary Education, \*Vocational Evaluation, \*Vocational Rehabilitation

This monograph, a product of a symposium that examined innovative research and practices in evaluation, adjustment training, and employment services for hearing impaired persons addresses the assessment phase of the vocational rehabilitation process. The editorial introduction provides an overview of how assessment is conducted with deaf individuals at various levels of functioning. The six articles contained in the monograph stress the assessment phase: "Independent and Dependent Characteristics and Service Needs of Deaf People-A Levels Model" (G. Austin); "Psychological Assessment of the Verbal Functioning of Postsecondary Program Applicants-Enhancing Predictive Validity" (R. Falberg); "Commercial Vocational Evaluation Systems and Deaf Persons" (S. Sliagar); "Vocational Evaluation of Severely Disabled Hearing-Impaired Rehabilitation Clients" (F. Cheung); "Vocational Evaluation in Technical-Vocational Education" (D. Buchkoski); and "Career Assessment and Advancement of the Technical College Student" (J. DeCaro, A. Areson). A list of participants is included. (JW)

ED 252 998 EC 171 331

Braddock, David And Others

A Summary of Mental Retardation and Developmental Disabilities Expenditures in the United States: FY 1977-1984 (Preliminary Working Data). Public Policy Monograph Series. Monograph #3.

Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.

Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.

Pub Date—Jul 84

Grant—DHHS-90-DD-0015

Note—128p.; Product of the Evaluation & Public Policy Division. Table of contents pages contain light, broken type.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Community Services, \*Developmental Disabilities, Elementary Secondary Education, \*Expenditures, Federal Programs, \*Institutions, \*Mental Retardation, Resource Allocation, State Programs, Statistical Data

The monograph summarizes national, regional, and state expenditure data for mental retardation

(MR)/developmental disabilities (DD) services from fiscal year 1977-84. Data were compiled through responses of MR/DD state agency officials to data extracted from state executive budget documents. The project was designed to (1) develop a methodology for accomplishing annual or biennial updates of MR/DD spending trends in the states and throughout the nation and (2) to determine comparative funding levels and patterns for community and institutional services in the 50 states. The report displays digitally plotted graphics in four topic areas: expenditure data aggregated across the 50 states for the 8-year period; the ratio of institutional expenditures (including state and federal funds for state-operated facilities and centers, and state schools) per dollar of community expenditures for each state; nationwide fiscal trends and service statistics in income maintenance and special education programs (including Social Security Disability Insurance and Public Law 94-142); and state-by-state comparative data on institutional and community services expenditures. (CL)

ED 252 999 EC 171 332

An Open Letter to the Parents of Blind Children from the National Federation of the Blind.

National Federation of the Blind Inc., Baltimore, MD.

Pub Date—Jul 84

Note—7p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Blindness, Emotional Development, \*Expectation, \*Individual Development, \*Parent Role

The letter is intended to help parents of young blind children understand the effects of their expectations on their child's development. The importance of believing in the essential normality and ability of the blind child is underlined, and parents are told basic information about developmental patterns, educational programs (including instruction in special tools such as braille, and segregated or integrated programs), and adaptations for personal independence. The parent's role in overcoming social prejudice toward the blind is addressed, and parents are advised to seek to change public misconceptions about blindness as well as to encourage the child's expectations of independence. (CL)

ED 253 000 EC 171 333

Jernigan, Kenneth

[Blindness: Three Papers.]

Pub Date—Jul 84

Note—28p.; Paper presented at a Job Opportunities for the Blind (JOBS) Seminar (Baltimore, MD, 1980) ("Competing on Terms of Equality"); and Address to the Annual Convention of the National Federation of the Blind (Phoenix, AZ, July 6, 1984) ("Blindness: The Circle of Sophistry").

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Advocacy, \*Blindness, \*Definitions, Employment, \*Expectation, \*Individual Development, Partial Vision, \*Social Attitudes

Three papers by the president of the National Federation of the Blind are presented. The first, "A Definition of Blindness," examines definitions of blindness, asserting the advantages of a functional or sociological definition over a physical or medical definition. He cites harm in legal distinctions between partial and full blindness and between those born blind and those who become blind as adults. The second paper, "Blindness: The Circle of Sophistry," addresses myths about blindness and suggests that the myths are upheld because they permit sighted people with feelings of inferiority to feel important. Noting that agencies established to help the blind frequently perpetuate the myths, he offers the approach of the National Federation of the Blind as an alternative. The final paper, "Competing on Terms of Equality," addresses issues of expectation from employers and employees. He cites his own experiences in selling insurance, teaching school, and working in an orientation center for blind persons. (CL)

ED 253 001 EC 171 334

Scholl, Geraldine T., Ed.

The School Psychologist and the Exceptional Child.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Report No.—ISBN-0-86586-153-6

Pub Date—85

Contract—400-81-0031

Note—265p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$18.95, \$16.11 member; Publication No. 300).

Pub Type—Books (010) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Communication Disorders, Counselor Role, \*Disabilities, \*Educational Assessment, Elementary Secondary Education, Emotional Disturbances, \*Exceptional Persons, Gifted, Hearing Impairments, Informal Assessment, Learning Disabilities, Mental Retardation, Physical Disabilities, \*Psychological Testing, \*School Psychologists, \*Student Evaluation, Visual Impairments

Intended for use with students preparing for careers in school psychology, the text assumes little familiarity with special education and focuses on those aspects of special education of greatest relevance for the assessment process. The book is divided into two major parts: Part I, "General Considerations," includes a brief description of the changing role of the school psychologist, an overview of assessment, and the use of informal procedures as assessment tools. Part II, "Areas of Exceptionality," reviews the specialized characteristics and needs of each category of exceptional pupils. The document contains the following studies: "The Role and Function of the School Psychologist" (G. Scholl); "The Process of Assessment" (P. Ellitt); "Non-Test-Based Approaches to Assessment" (E. Oka and G. Scholl); "The Gifted and Talented" (A. Swan); "Mental Retardation" (J. Arduizzone and G. Scholl); "Learning Disabilities" (E. Mollen); "The Emotionally Disturbed" (R. Brown); "Physical and Multiple Handicaps" (S. Tindall and G. Scholl); "Hearing Impairments" (J. Harrison); "Visual Impairments" (G. Scholl); and "Communication Disorders" (G. Scholl and Y. Loucks). (DB)

ED 253 002 EC 171 335

Wilcox, Barbara, Ed. Thompson, Anne, Ed.

Critical Issues in Educating Autistic Children and Youth.

National Society for Children and Adults with Autism, Washington, DC.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—Nov 80

Contract—SB3-4-0-8(a)-79-C-1052

Note—351p.; Second printing, July 1981.

Available from—NSAC Bookstore, The National Society for Children and Adults with Autism, 1234 Massachusetts Ave., N.W., Suite 1017, Washington, DC 20005-4599 (\$15.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—\*Autism, Behavior Problems, \*Community Programs, \*Curriculum Development, Delivery Systems, Elementary Secondary Education, Generalization, Intervention, Language Acquisition, Models, \*Parent Teacher Cooperation, \*Staff Development

This book evolved from a conference convened to address critical issues in the education of children and youth with autism (Reston, Virginia, February 1980). Fourteen papers deal with critical issues in the education of autistic children and youth from perspectives of administrators, teachers, parents, researchers, and program developers. B. Wilcox provides an overview and E. Sontag et al. present an introduction to the volume. The following titles and authors are represented: "Organization of Education Services for Autistic Children and Youth" (J. Olley); "A Developmental-Behavior Model for the Prescriptive Evaluation of Autistic and Severely Socially Impaired Children" (C. Lord and P. O'Neill); "An Educational Perspective of Autism: Implications for Curriculum Development and Personnel Development" (A. Donnellan); "Programming the Delivery of Instruction for Autistic Children" (G. Dunlap and R. Koegel); "Generalization of Treatment Effects Following Educational Intervention with Autistic Children and Youth" (E. Carr); "Reducing Behavior Problems in the Classroom" (G. LaVigna); "Teaching Functional Language" (A. Schuler); "Social Behavior Programming with Severely Handicapped and Autistic Children" (P.

Strain); "The Teacher's Perspective: The Struggle to Provide Quality Education to Autistic Children" (K. Norsworthy and P. Sievers); "Behavioral Teaching with Young Autistic Children" (O. Lovaas); "The Evolving Parent-Professional Relationship" (J. Kyne); "Secondary Education for Severely Handicapped Students: Guidelines for Quality Services" (G. Bellamy and B. Wilcox); "Issues in the Provision of Community Services" (D. MacCoy); "Future Directions in Educational Planning: The Problem Is the Problem, and It's Real" (F. Warren). R. Thompson concludes with an afterword. (CL)

ED 253 003 EC 171 336

Wing, Lorna  
**Children Apart: Autistic Children and Their Families** [Reprint].

National Society for Children and Adults with Autism, Washington, DC.

Pub Date—Sep 74

Note—24p.; 1982 edition. Several pages will reproduce marginally because they contain light print. Available from—NSAC Bookstore, National Society for Children and Adults with Autism, Suite 1017, 1234 Massachusetts Ave., N.W., Washington, DC 20005-4599 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Autism, \*Behavior Problems, \*Clinical Diagnosis, Elementary Secondary Education, Etiology, Handicap Identification, Incidence, Intervention, \*Organizations (Groups), Parent Child Relationship, Parent Participation, Parent Role, Student Characteristics

The booklet, written by a parent and psychiatrist, provides basic information on autistic children and their families. Introductory sections touch on the history of the condition, its incidence, and its associated learning problems. Subsequent sections address the following topics: signs and symptoms, basic handicap, behavior problems (such as resistance to change and lack of ability to play), differential diagnosis, causes, parents' problems, solutions (education, operant conditioning), and the role of the National Society for Autistic Children, Inc. (CL)

ED 253 004 EC 171 337

Brown, David A.

**Goal Selection and Program Monitoring Using Batch and Microcomputer Procedures: A Summary of the Presentation.**

Pub Date—6 Nov 82

Note—41p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (9th, Denver, CO, November 6, 1982). Computer printout examples not included because of poor reproducibility.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Computer Software, \*Curriculum Development, Elementary Secondary Education, Institutions, Microcomputers, \*Residential Programs, \*Severe Disabilities

Identifiers—\*Program Monitoring

The paper reviews the use of the microcomputer in special education program monitoring and contrasts its use with batch mainframe time-sharing computer systems. The mainframe system used by Custer State Hospital, the site of a residential training program for severely and profoundly handicapped persons, is described. The hospital's batch system is considered in terms of development, implementation, and staff training. Seven guidelines for the development of curriculum implementation plans with long and short range objectives specified, are provided. Additional information focuses on recordkeeping procedures and interpretive guidelines for computerized monthly progress reports. (CL)

ED 253 005 EC 171 338

Goebel, Cathy Zumberg, Marshall

**Child Enrichment Program: Changing Attitudes of Parents of Severely Handicapped Children.**

Pub Date—[84]

Note—8p.

Available from—Marshall F. Zumberg, Wayne State University, Room 249, Education Building, Detroit, MI 48202 (no charge).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Multiple Disabilities, \*Parent Atti-

tudes, \*Parent Child Relationship, \*Parent Education, Parent Participation, Program Development, \*Severe Disabilities, Young Children

The paper describes the Parent-Child Enrichment Program, a series of seven in-school training sessions for parents of severely multiply impaired children. Small, informal group formats are used to provide training in the following areas: sensory stimulation, modes of communication, exercises in the home, mealtime and fashion, and parents' needs and concerns. A study of the program's effects on changing attitudes involved 12 mothers of children 3-6 years old. Analysis of pre- and post-scores in an attitude survey revealed a statistically significant change in the group of mothers' attitudes toward the handicapped as a result of the Parent-Child Enrichment Program, while there was no statistically significant change in their perception of their children as a result of the program. Possible reasons for the findings are considered, and recommendations for parent training programs are offered. (CL)

ED 253 006 EC 171 339

Watts, Walter J.

**A Cognitive Developmental Approach to Social Problem Management.**

Pub Date—Apr 84

Note—27p.; Paper presented at the International Congress of the Association Espanola para la Educacion Especial (3rd, Madrid, Spain, April 25-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, \*Disabilities, Elementary Secondary Education, \*Ethical Instruction, \*Moral Development, \*Moral Values, Social Cognition, Theories

Identifiers—Feuerstein (Reuven), Kohlberg (Lawrence), \*Mediated Instruction, Moral Reasoning  
The paper reviews L. Kohlberg's theory of moral reasoning and its relationship to cognitive development of children. R. Feuerstein's theories of mediated learning experience (MLE) are reviewed, and remediation for individuals deficient in cognitive functions is addressed. The paper notes the existence of deficient cognitive functions, specifically nine deficiencies: (1) inferential, hypothetical thinking; (2) use of logical evidence; (3) experiencing and subsequently defining the problem; (4) conservation of constancies across variations; (5) capacity for considering two sources of information at once; (6) use of summative behavior; (7) projection of relationships between objects and/or events; (8) use of spontaneous comparative behavior; and (9) use of relevant as opposed to irrelevant cues in problem definition. Analysis is presented of rank ordering of the cognitive functions at various levels of moral reasoning according to perceived level of comprehensiveness manifested in mental processing. Interim results of a pilot study of the effects of Instrumental Enrichment teaching to a class of upper elementary special education and learning disabled students are cited. (CL)

ED 253 007 EC 171 340

Puente, Antonio E.

**Agnesis of the Corpus Callosum: Assessment and Remediation of School-Related Problems.**

Pub Date—20 Aug 84

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984). Document will reproduce marginally because of light, broken type.

Available from—Antonio E. Puente, North Carolina, University of Wilmington, Dept. of Psychology, Wilmington, NC 28403-3297.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Congenital Impairments, \*Intervention, \*Neurological Impairments, Stimulation

The paper examines three cases of children born with brain damage (absence of corpus callosum). Common problems (attentional, cognitive, visuo-motor, and motor deficits) are noted, and the impact of secondary emotional involvement is considered. Intervention approaches with two of the children are described as inconsistent and inadequate, while the third child has been receiving early and appropriate stimulation backed by family and local agency involvement. The paper suggests that, from a treatment standpoint, specific deficits—even in de-

veloping brains—appear to require specific interventions. (CL)

ED 253 008 EC 171 341

Midlarsky, Elizabeth Hannah, Mary Elizabeth

**Coping by Siblings of the Handicapped: The Role of Altruistic Helping.**

Pub Date—Aug 84

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Altruism, \*Coping, \*Disabilities, Emotional Adjustment, \*Family Relationship, \*Helping Relationship, Models, \*Siblings

The paper examines the possible role of siblings of handicapped children in helping or caretaking. A review of the literature is performed as a basis for proposing that there are circumstances in which intrinsically motivated, or altruistic, helping may be a more adaptive approach to coping with a handicapped brother or sister than other strategies, including enforced compliance to helping demands, indifference, or withdrawal. A model is presented which sets three kinds of antecedents as bases for voluntary adoption of a helper role within the family: demographic factors, personality variables, and situational factors. Research is reviewed on the predisposition to help, helping behavior, and mental health outcomes. It is concluded that there is evidence to support the position that voluntary helping may be used as a means for productive and successful coping with the stress of living with a handicapped sibling. (CL)

ED 253 009 EC 171 342

Gill, Douglas H.

**An Assessment of Secondary Vocational Program Placements and Corresponding IEP Goal Statements (FY 83-84).**

Pierce County Educational Service District 121, Tacoma, WA.

Pub Date—Oct 84

Note—73p.; For earlier document, see ED 246 560 and ED 250 854.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Mild Disabilities, Program Effectiveness, Secondary Education, State Surveys, \*Student Placement, \*Vocational Education

Identifiers—Washington

The report is one of the three documents designed to provide baseline data on the delivery of vocational and special education services for secondary level mildly handicapped learners in 13 school districts in Washington State. Specifically, the report examines the programming patterns in the enrollment of secondary special education students in a variety of vocationally related program types and options within each program type. Results of data collection are discussed in sections on quantitative and qualitative data. Quantitative data include enrollment figures by handicapping condition, program type, and program area. Charts also depict percentages of involvement in program type for students with specific disabilities. Qualitative data link goal statements on students' individualized education programs and program placement. Central among findings was a lack of coordination of effort among instructional providers. (CL)

ED 253 010 EC 171 343

Leight, Robert L.

**Leadership: A Developmental Approach: A Simulation Exercise Based on the Theory of James MacGregor Burns.**

Pub Date—[79]

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Decision Making, \*Gifted, \*Leadership Training, \*Moral Values, Secondary Education, Simulation, Social Studies, Theories

Identifiers—\*Burns (James MacGregor)

The paper examines current thoughts on leadership (specifically the works of James MacGregor Burns) and presents a simulation exercise developed as a practical application of Burns' model which can be used in secondary social studies classes for gifted students. Concepts of leadership and its development are addressed, as is the relationship of leadership development to moral development. The

simulation activity is designed to develop transactional leadership (in which goals are independently held by leader and follower). The dilemma encourages the students to decide as a group on a course of action and evaluate the consequences. (CL)

ED 253 011 EC 171 344

Jordan, June B. Ed.

**Effective Schools—Excellence in Urban Special Education. Teaching Exceptional Children. [Special Issue].**

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-81-0031

Note—82p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA (\$15.00 year, \$4.00 single copy).  
Journal Cit—Teaching Exceptional Children; v17 n2 Win 1985

Pub Type—Journal Articles (080) — Collected Works - Proceedings (021)

**EDRS Price - MF01/PC04 Plus Postage.**  
Descriptors—Demonstration Programs, \*Disabilities, Early Childhood Education, Elementary Secondary Education, Models, Program Development, \*Special Education, Staff Development, \*Urban Schools

Identifiers—\*Excellence in Education

Seven author-contributed papers focus on excellence in urban special education schools. Libby Goodman reviews the isolation of special education teachers and children, in "The Effective School Movement and Special Education," while Dan L. Peterson et al. trace the implications for the Seattle School District of the efforts described in "Effective Schools for All Students: Current Efforts and Future Directions." Margaret C. Wang et al. describe the Adaptive Learning Environments Model in "Staff Development: A Key Ingredient of Effective Mainstreaming." A program for gifted students (elementary to secondary level) in Houston is described by Margaret Kress in "Vanguard: Focus on the Gifted Learner." Chicago's efforts are considered by Alejandro Benavides in "Planning Effective Special Education for Exceptional Language Minorities." Project KIDS of the Dallas Independent School District is described by Ruth C. Wilson et al. in "Early Childhood Intervention in an Urban Setting." The final article, "One School's Search for Excellence," by John Jewell, details four steps undertaken by an alternative middle/high school. (CL)

ED 253 012 EC 171 345

Weich, Olga M.

**The Role of Simplicity in Deaf Education.**

Pub Date—27 Jun 84

Note—15p; Paper presented at the International Convention of the Alexander Graham Bell Association (Portland, OR, June 26-30, 1984).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Classroom Techniques, Curriculum Development, \*Deafness, Elementary Secondary Education, Teacher Behavior, \*Teaching Methods

There is a need for applying the requirements of simplicity to education for deaf students. Application of the rule of simplicity, (which states that if an activity, assessment tool, or theory complicates, rather than illuminates, abandon it), requires organization and the absence of unnecessary educational clutter. Changes in teacher behavior and organization and applications of the rule of simplicity to curriculum development (including the use of the planning web), classroom management (including specification of desirable classroom conditions, and the analysis of existing classroom conditions, and the assessment of managerial effectiveness), and language development. (CL)

ED 253 013 EC 171 346

Aharon, Chanan

**Report on a Visit to the United States and Canada to Learn about Facilities and Programs for People Suffering from Mental Retardation (May 18-July 12, 1982).**

Pub Date—Jul 82

Note—26p; Cover page contains light print.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, Foreign Countries, Group Homes, \*Mental Retardation, \*Rehabilitation, Sheltered Workshops, Identifiers—Israel

The paper describes reactions of an Israeli visitor to special education and rehabilitation facilities for mentally retarded persons in the United States and Canada. Among programs visited were group homes, infant stimulation projects, citizen advocacy approaches, and camps. Impressions are summarized, noting the trend toward deinstitutionalization, commitments to political advocacy, emphasis on citizens' rights, and the general inadequacy of workshops. The existence of four basic amenities in the United States—phones, cars, holidays, and adequate incomes—are missing in Israel; the effects on services are noted. A brief summary of services for mentally retarded persons in Israel concludes the report. (CL)

ED 253 014 EC 171 347

Masie, Henry N. And Others

**A Report of Neuropsychological Differentiation and De-Differentiation in Very Young Children in Conflict with Special Reference to Autism.**

Pub Date—Oct 83

Note—21p; Paper presented at the Annual Meeting of the American Academy of Child Psychiatry (San Francisco, CA, October, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Autism, \*Behavior Patterns, \*Infants, Mothers, Motor Development, Neurology, \*Parent Child Relationship, Young Children

Longitudinal studies of mother-child interactions for the third trimester of pregnancy to age 4 are described. The effort is aimed at analyzing early childhood data to determine stability of mother-infant interaction, correlations among mothers' character as defined by adaptive and maladaptive defenses, major conflicts, sense of reality, and capacity for empathy with her external behavior with her baby; and correlations of the patterns of mother-infant behavior with the child's own emerging behavior. Analysis of films identified two time periods (9 months and 14 months) during which hand and finger mannerisms appeared in stress situations. Results are compared to an earlier study in which autistic SA developed hand and finger mannerisms as a clear and persistent symptom between 9-12 months of age. A review of the major indicators of psychological differentiation suggests that the same period in which finger mannerisms reappear may mark the demarcation of autistic from normal development. Analysis of the specific context in which the stereotypes occur is further analyzed, and questions relating the mannerisms to such conditions as schizophrenic regression and Tourette Syndrome are raised. (CL)

ED 253 015 EC 171 348

**Parents Guide to the Development of Pre-School Handicapped Children: Resources and Services.**

Reference Circular No. 84-5.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date—Oct 84

Note—27p.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Disabilities, Games, Organizations (Groups), \*Parent Materials, Play, \*Preschool Children, Preschool Education, \*Resource Materials, Toys

The reference circular is intended to help parents promote the development of their handicapped preschoolers. Resources of five major types are listed: recordings of stories, songs, and learning activities, educational games, toys, and play equipment; books for parents; magazines of interest to parents; and national organizations concerned with handicapped children. Listings typically include addresses, phone numbers, brief descriptions, authors and dates (when applicable). (CL)

ED 253 016 EC 171 349

Staziou, Demetrios P.

**Behavior Problem Syndromes in Educable Mentally Handicapped Greek Children: A Parent and Teacher Estimation.**

Pub Date—Apr 84

Note—18p; Paper presented at the International

Congress of the Spanish Association for Special Education (AEDES) (Madrid, Spain, April 25-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Problems, Foreign Countries, \*Mild Mental Retardation, \*Sex Differences

Identifiers—\*Greece

This study examines, first, the problem behavior syndrome in 58 educable mentally handicapped (EMH) children attending special state schools in Greece, and secondly the relationship between those syndromes and sex and special schooling of these individuals. Children's four problem behavior syndromes, i.e., antisocial behavior, excessive inhibition-neurosis, immaturity-inadequacy, and psychosomatic symptoms were measured by employing the Behavior Problem Checklist developed by Quay and Peterson (1967). The Greek version of the instrument was developed by I. Paraskevopoulos and H. Louissis (1970). The results indicated: (1) EMH Greek children did not frequently exhibit serious problem behavior symptoms; (2) sex was not significantly related to these syndromes while there was a negative relationship between the syndromes and special schooling; and (3) parent and teacher estimates of the EMH children's problem behavior symptoms differed significantly in male's antisocial behavior and immaturity-inadequacy syndromes and in females' excessive inhibition-neurosis, immaturity-inadequacy and psychosomatic symptoms. (Author/DB)

ED 253 017 EC 171 350

Maykut, Pamela S.

**Implementing a School-Based Family Outreach Project: Assessing the Needs of Families. A Training Manual.**

Wisconsin Univ., Madison, Regional Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC; Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Dec 83

Grant—G008003043; G008101030

Note—407p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors—\*Disabilities, \*Family Environment, Family Programs, \*Family Relationship, Interviews, \*Needs Assessment, \*Outreach Programs, Parent Participation, \*Parent School Relationship

The manual is intended as a guide for initiating outreach projects for families of handicapped children. The manual is organized in four parts, covering the following topics: (1) the general organization of a family outreach project; (2) the development, content, administration and scoring of the Family Interview Schedule designed to examine family environment processes; (3) implementation of a family information management system based on computerized analysis of responses to the Family Interview Schedule; and (4) the use of the interview and management system in developing family outreach programs. Extensive appendices include sample memos and forms and sample family interview materials (including scoring materials and code book). (CL)

ED 253 018 EC 171 351

**A Project to Make Apple Computers Accessible to Blind Children. August 1, 1983-July 31, 1984.**

Sensory Aids Foundation, Palo Alto, CA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Jul 84

Grant—G00-83-00349

Note—88p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), \*Blindness, \*Media Adaptation, \*Microcomputers, \*Sensory Aids, Visual Impairments

Identifiers—\*Apple (Computer), \*Speech Synthesizers

The report describes a project designed to test the feasibility of adapting off-the-shelf educational software to a speech synthesizer compatible with Apple personal computers for visually impaired students. Fifteen visually impaired children were administered pretests and posttests for auditory discrimination, computer literacy, keyboard proficiency, spelling, and language. Students then participated in general computer literacy instruction and instruc-



tion with either the spelling or language arts program. Results revealed that software selection was difficult in that very little software lent itself to adaptation. A program was developed that successfully increased students' typing skills. Spelling and language programs were evaluated, and computer attitude measures revealed a decrease in enjoyment scores (perhaps revealing that initial scores were inflated due to unrealistic expectations about computers). With computer experience, a decrease in anxiety about computers was evidenced, along with an increase in feelings of efficacy. Extensive appendices include copies of assessment measures, sample forms, and descriptions of the three major software programs evaluated. (CL)

ED 253 019 EC 171 352

Gornley, Kathleen A. *Speech-Deaf, Ann Beth*  
*Revisiting: What Do Deaf Students Do When They*  
*Revise?*

Pub Date—25 Jun 82

Note—21p. Paper presented at the Biennial Conference of the Alexander Graham Bell Association for the Deaf (Toronto, Canada, June 25, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Deafness, High Schools, \*Revision (Written Composition), Writing (Composition)

The study investigated revision skills of 20 deaf secondary students (10 good writers and 10 poor writers). Students were asked to write and then revise their draft. Feature analytical rating was completed on each S's draft and revision, with scoring performed on content, linguistic considerations, and surface mechanics (spelling, punctuation, legibility, and minor grammatical errors). Results revealed that students made few changes from their drafts to their final copies. Contrary to hypotheses, good writers did not make more changes (i.e., improvements) from draft to revised writing than poor writers. Good and poor writers did, however, differ greatly in the content of their writing protocols, despite the finding that poor writers were more likely to use a structural organization while good writers focused on cohesiveness. The major implication was that deaf students should be taught to revise their writings. (CL)

ED 253 020 EC 171 353

Speech-Deaf, Ann Beth  
*Written Discourse of Deaf and Hearing Students:*  
*Semantic Analysis.*

Pub Date—14 Oct 84

Note—35p. Paper presented at the Annual Boston University Conference on Language Development (9th, Boston, MA, October 14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Communication Skills, \*Deafness, High Schools, \*Reading Comprehension, \*Recall (Psychology)

The ability of 20 deaf and 20 hearing high school students to recall propositions and inferences from prose was examined and compared. Ss were asked to read and then write a given story. Hearing Ss recalled significantly larger numbers of propositions than deaf students, but both deaf and hearing Ss recalled similar numbers of story inferences in their written narratives. The interaction between the deaf Ss' reading comprehension levels and their narratives revealed that better readers were more accurate in recalling explicit premise information, but were not different in recalling implicit content. Results suggested that written instructions, texts, and narratives should be viewed as communication acts requiring integrated communicative performance for implicit intentions, as well as explicit facts. (Author/CL)

ED 253 021 EC 171 354

*Symposium on Applications of Technology in Education and Communications for the Deaf. Working Papers.*

National Association of State Directors of Special Education, Washington, D.C.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Apr 84

Contract—300-83-0282

Note—76p. Papers presented at a Symposium, "Agenda for the Future: Applications of Technology in Education and Communications for the Deaf" (Los Angeles, CA, April, 1984).

Available from—National Association of State Directors of Special Education, 2021 K St., N.W., Washington, DC 20006.

Pub Type—Collected Works - Proceedings (021)  
 EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Administration, \*Communication (Thought Transfer), Computers, \*Computer Software, \*Deafness, \*Educational Technology, Employment, Hearing Impairments, \*Microcomputers, Rehabilitation, Special Education Teachers

Thirteen papers from a symposium on technology in education and communications for the deaf are presented. The following papers are included: "Technology Trends in Special Education" (C. Blaschke); "Microcomputer Usage in American Schools for the Deaf: The State of the Art" (M. Deninger); "Management and Computers" (P. Mackall); "The Computer as an IEP Resource" (D. Spidal); "Microcomputer Software/Courseware Evaluation" (R. Storm); "Closed Captioning and the Line 21 System—Possibilities for the Future" (D. Popkin); "Uses of Automatic Speech Recognition to Facilitate Speech Communication for Deaf and Hearing Impaired Persons" (S. Revotte); "Electronic Mail for the Deaf—Will It Work?" (E. Craighill). The final four papers focus on technology applications for the deaf in terms of administration (D. Gjerdingen); teachers (G. Gustason); employment (S. Jamison); and rehabilitation (J. Tingley). (CL)

ED 253 022 EC 171 355

Jensen, Donald N.  
*Purse, Sword, and Judgment: The Impact of Court Intervention on Social Policy.*

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Grant—NIE-G-83-0003

Note—237p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC10 Plus Postage.

Descriptors—\*Correctional Institutions, \*Court Litigation, \*Court Role, \*Disabilities, Institutions, \*Public Policy, \*Special Education

The trend toward policymaking by the courts is reviewed, and the following four issues are considered: (1) the direct and indirect impact of court intervention on social policy outcomes; (2) the effect of that intervention on the process of policymaking; (3) the extent to which court intervention has shaped the politics of policymaking in a particular issue area; and (4) the issues, priorities, political environment and organizational setting that determine court impact. A comparative study is made of two issue areas that typify judicially mandated reform—prisons and special education. Distinctions between the two settings—school systems and penal institutions—are noted for organizational structure and operations, stated and operational goals, and the relevance of professionalism. The emergence of public law litigation and the effects of judicial attempts to reform public institutions are briefly considered, followed by detailed analysis of four decisions (Pennsylvania Association of Retarded Children v. Commonwealth of Pennsylvania, Jose P. v. Ambach, Rhem v. Malcolm, and Palmigiano v. Garrahy). Four major determinants of the impact of institutional reform litigation are identified: issue, organizational setting, professionalism, and environmental factors. A final chapter summarizes the evolution of the court's role in each of the four cases and suggests that the courts may behave much like the unaccountable bureaucracies they are called upon to reform. (CL)

ED 253 023 EC 171 356

Conte, Richard And Others  
*Attention in Atypical and Average Learners. Selective and Sustained Attention in Attention Disordered, Learning Disabled, and Average Learners and Summary Report.*

Learning Centre, Calgary (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Jul 84

Note—99p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Attention Control, \*Attention Deficit Disorders, Elementary Education, Foreign Countries, \*Learning Disabilities, \*Spatial Ability, \*Time Factors (Learning), \*Visual Learning Identifiers—Alberta

A series of experiments were conducted in Cal-

gary to determine performance of attention deficit disordered (ADD) and learning disabled (LD) children without ADD on a selective attention task (The Matching Familiar Figures Test) and a sustained attention task (paired associate learning). Results of experiment 1 indicated deficits in sustained attention for LD and ADD groups (i.e., both learned significantly less at the slow rate than the fast rate), but a selective attention deficit in the LD group only. Experiment 2 examined the relationship between performance on the sustained and selective attention tasks and performance on two measures of visual-spatial ability. Results indicated that LD and ADD Ss had significantly lower scores on both visual-spatial tasks than normal controls, suggesting that visual-spatial ability may have led to the between group differences in attention obtained in experiment 1. In experiment 3, an attempt was made to shorten the amount of time required to present the sustained attention task. Results indicated that no presentation rate effects were obtained when both rates of presentation (12 seconds and 6 seconds) were used in the same list. Results suggest that it is not possible to obtain presentation rate effects when both rates are presented within a single list. (Conclusions are drawn based on the study findings and recommendations for future study are made.) (CL)

ED 253 024 EC 171 357

Nyberg, V. R.  
*Evaluation of the Academic Occupational Program of the County of Leduc, From September, 1981 to June, 1984. Executive Summary.*  
 Alberta Univ., Edmonton. Dept. of Educational Psychology.

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Sep 84

Note—84p.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Foreign Countries, \*Learning Disabilities, \*Mild Mental Retardation, Program Development, \*Program Evaluation, Secondary Education, \*Vocational Education Identifiers—\*Alberta (Leduc)

The paper reports results of an academic occupational program intended for educable mentally handicapped and learning disabled secondary students in Leduc, Alberta. An introduction reviews history of the program and the evaluation process. The evaluation plan, based on R. Stake's model for program evaluation, is described, and sources of data (including Canadian achievement tests, attitude measures, and self-concept measures) are noted. Testing schedules, data collection and analysis processes are reported. A chapter on results is organized according to program rationale, intents, observations, standards, and judgements. A summary chapter lists findings, including high quality personnel, excellent morale, excellent intra-staff communication, satisfactory academic achievement for students, and positive attitudes of staff, students, and parents toward the program. Among the recommendations made are those calling for preservation of the program's special education emphasis, more formal inservice education, and development of access to community settings. (CL)

ED 253 025 EC 171 358

Shaw, Geraldine A.  
*Creativity and Hypermnnesia.*

Pub Date—Aug 84

Note—15p. Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, \*Creative Thinking, \*Creativity, Higher Education, \*Imagery, \*Recall (Psychology) Identifiers—\*Hypermnnesia

The study was conducted to examine the relationship between hypermnnesia (spontaneous recovery of previously unretrievable information without access to retrieval cues) for concrete and abstract words and creative thinking abilities in two groups of 30 undergraduates each. Ss were asked either to form an image or to construct a meaningful sentence for each stimulus word presented. The words were either highly imageable or difficult to image. A forced recall procedure was used over three succes-

sive trials. Tests of creative thinking were administered during the interim periods. In both groups, more high-imagery words were recalled, and hypermnesia for easily imaged words was higher than for abstract words. Se who exhibited the imagery-hypermnesia effect performed higher on the creativity tests than did those who failed to achieve this effect, adding support for a relationship between imagery and creativity. The hypermnesia effect occurred even though the mind was consciously occupied with other tasks. (Author)

# ED 253 026 EC 171 360

**Gifted and Talented Program, 1983-84. Report of Evaluation.**

Des Moines Public Schools, IA. Dept. of Evaluation and Research.

Pub Date—25 Sep 84  
Note—109p.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Curriculum Development, Delivery Systems, Elementary Secondary Education, \*Gifted, Program Development, \*Program Effectiveness, \*Program Evaluation, Student Attitudes, Talent, Teacher Attitudes

The report presents evaluation findings of a gifted and talented program serving elementary-secondary students in Des Moines, Iowa. A four-part evaluation design was implemented: structural interviews with students and staff; written reaction forms completed by students, staff, and parents; descriptive evaluation of a "culminating activity" (special project) for gifted and talented students; and a series of 16 process objectives designed to monitor the progress of program activities. Findings of each of the four components are presented separately, and a summary section is included. Findings indicate that the program (expanded due to increased funds) operated in an orderly fashion. Recommendations include the following: (1) staff assigned to work on activities specified in an individual's written plans should be involved in developing those plans, and (2) awareness of building staff about curriculum extension should be increased. Appended material includes sample interview forms and the Des Moines plan for gifted and talented education. (CL)

# ED 253 027 EC 171 361

**Dean, Alan, Ed. Hegarty, Seamus, Ed. Learning for Independence: Post-16 Educational Provision for People with Severe Learning Difficulties.**

Further Education Unit, London (England).  
Report No.—ISBN-0-946469-42-3

Pub Date—Oct 84  
Note—139p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Adult Education, Educational Television, Foreign Countries, \*Mental Retardation, Postsecondary Education, Program Descriptions, Sheltered Workshops, Special Schools

Identifiers—\*Great Britain

Twelve papers focus on post-school provision for mentally handicapped young people and adults in Great Britain. The following papers are presented: "Educational Opportunities for People with Severe Learning Difficulties" (S. Hegarty); "Further Education Provision for Students with Severe Learning Difficulties—Analysis of Survey Findings" (A. Dean); "Social Education Unit" (J. Varley); "South East London College Provision for Students with Severe Learning Difficulties" (J. Wilson); "Cheshire Provision for Post-16 Mentally Handicapped People" (E. Barnett); "Provision in Special Schools" (S. Hegarty); "Adult Education Provision for Mentally Handicapped Students—Analysis of Survey Findings" (A. Dean); "Southwark Adult Education Institute Provision for Mentally Handicapped Students" (C. Lloyd); "The Integration of Mentally Handicapped People into Adult Education" (P. Willis); "The Copwell Curriculum: Development, Content and Use" (E. Whelan, B. Speake, and T. Strickland); "Educational Television for Mentally Handicapped People: The Impact of 'Let's Go'" (F. Heddell and R. Lee); and "Learning for Independence: An Overview" (S. Hegarty and A. Dean). (CL)

# ED 253 028 EC 171 362

**Lance, Wayne D. Use of Microcomputers in Special Education: A Survey of Special Education Teachers in the Saddleback Valley Unified School District.**

Pub Date—2 Apr 84  
Note—11p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, \*Disabilities, Elementary Secondary Education, \*Inservice Teacher Education, \*Microcomputers, Special Education, \*Teacher Attitudes

Identifiers—\*Computer Uses in Education

Surveys were completed by 48 special education teachers of preschool-high school students to address the extent and nature of microcomputer use in special education. Questions were designed to examine the perceived value of microcomputers with handicapped students, the extent of current access and actual use, teachers' experience in using microcomputers, barriers to increased use, and resources needed to assist teachers in their use. Findings revealed that 80% of the teachers felt the microcomputer was essential or of moderate value. Its importance was ascribed more to actual instruction than to management or assessment. However, there was a discrepancy between its reported value and the extent of its use as a teaching aid. Reasons for low usage included lack of hardware and software and the need for more inservice training for teachers. Thirty-eight teachers reported some experience of an instructional nature with microcomputers, ranging from being "self-taught" to having a sequence of courses. (CL)

# ED 253 029 EC 171 363

**Cobb, Richard M. Crump, W. Donald. Post-School Status of Young Adults Identified as Learning Disabled While Enrolled in Public Schools: A Comparison of Those Enrolled and Not Enrolled in Learning Disabilities Programs.**

Alabama Univ., University. Coll. of Education.  
Spons Agency—Special Education Programs (ED/OSEERS), Washington, DC. Div. of Educational Services.

Pub Date—Aug 84  
Grant—G008302185

Note—201p.  
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Adjustment (to Environment), \*Employment, Followup Studies, \*Learning Disabilities, Prediction, Success, Vocational Adjustment, Whites, Young Adults

The study examined the post-school status of 100 young adults identified as learning disabled while students. Data sources were special education records, pupil permanent records, and interviews with Sa. Background and current status data were analyzed revealing a largely male, white, sample with lower-middle to upper-lower socioeconomic status. Achievement scores ranged from 55% to 66% of expected grade placement. Sa placed in LD classes seemed to evidence poorer school coping skills than did LD Sa identified but not placed. Discriminant analysis indicated that the number of retentions and the presence of others in the family with learning problems determined the discriminant function which maximally differentiated the placed and non-placed Sa. Current status indicators showed the sample to be functioning quite well as adults, with Sa reporting moderate happiness with their employment. The great majority of Sa reported no longer experiencing a significant problem in reading, although some did. Highly positive ratings were ascribed to vocational education and LD classes by those who participated in them. Multiple regression techniques suggested that the best predictors of grades completed were presence of dropouts among peers, number of absences prior to referral, and grade-point average prior to referral. The best predictive combination with reference to current income range included group membership (placed or nonplaced) and grade-point average prior to referral. (CL)

# ED 253 030 EC 171 364

**Resource Manual for Functional Vision Evaluation. Technical Assistance Bulletin.**

Texas Education Agency, Austin. Div. of Special Education.

Pub Date—Nov 84  
Note—41p.

Available from—Texas Education Agency, Publications Distribution Office, 201 East Eleventh St., Austin, TX 78701 (\$1.00, Publication No. GE-5-715-01).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Vision Tests, Visual Acuity, Visual Environment, \*Visual Impairments, \*Visual Perception

The manual was intended to help school personnel (either an educator of the visually handicapped and/or a certified orientation and mobility instructor) evaluate the functional use of residual vision. The manual is organized in three major sections, which cover the following: (1) the general areas addressed in functional vision evaluation (such as eligibility statement, background data); (2) a checklist identifying items and concepts for possible investigation (including items on medical history and assessment of visual perception, indoor and outdoor visual functioning); and (3) suggested assessment activities to determine the student's visual functioning. Assessment activity information includes a designation of the types of students for whom the activity is particularly useful and suggested materials. The sources for some commercially available testing materials are listed in the appendix. (CL)

# ED 253 031 EC 171 365

**Ashmore, Judy. And Others. A Manual of Instructional Strategies (Project M.E.D.I.A.).**

Jefferson County Public Schools, Louisville, Ky.; Jefferson County Teachers' Association, Louisville, KY.; Louisville Univ., Ky.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—84  
Note—157p.; Developed by the Department of Instruction and Support Services, Jefferson County Public Schools.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adjustment (to Environment), \*Classroom Techniques, \*Communication Skills, \*Coping, \*Disabilities, Intermediate Grades, Intervention, Mainstreaming, Middle Schools, Parent Teacher Cooperation, \*Study Skills, Teacher Role, Teaching Methods, \*Transitional Programs

The manual presents intervention strategies designed by Project MEDIA (Middle and Elementary Direct Instruction Alternatives) to aid the transition of both nonhandicapped and mainstreamed handicapped students from elementary (K-5) to middle (6-8) school. The manual is divided into six sections with topics of specific problem areas alphabetized within each: (1) communication (including inter-school, teacher/parent and student/student communication); (2) general strategies (guidelines for grading, manual alphabet, ways to show caring); (3) instructional techniques (including student motivation, reinforcement and recognition of students); (4) study skills (alphabetizing, homework completion, outlining, test taking, note taking, creative thinking); (5) coping skills (adjustment to different teachers, self concept building, satisfactory peer relationships, relaxation, school survival skills); and (6) content areas (including art, careers, home economics, industrial arts, language, mathematics, music, reading, science, and social studies). (CL)

# ED 253 032 EC 171 366

**Fiala, Joseph F. And Others. Kentucky's Experimental Gifted and Talented Education Program. Research Report No. 212.**

Program Evaluation.

Kentucky Legislative Research Commission, Frankfort.

Pub Date—Apr 84  
Note—138p.; Prepared by the Program Review and Investigations Committee.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, \*Gifted, \*Program Effectiveness, Program Evaluation, School Districts, State Programs, Talent Identifiers—\*Kentucky

The report presents findings and recommendations from an evaluation of Kentucky's gifted and talented education programs. Data sources included grant applications, Department of Education reports, and visits to 16 districts. Interviews were conducted with staff from the Department of Education, University of Kentucky, and the 16 districts (including 53 program coordinators, 53 planning grant coordinators, and 251 regular classroom teachers). Following a theoretical overview, chapters are devoted to the following topics: statutes and regulations governing gifted and talented education, program funding and development, effectiveness of local district programs, and evaluation of the De-

partment of Education's administrative and oversight activities. Ten recommendations are offered for such areas as role of the advisory council; identification processes; special provisions for minority, handicapped, and K-3 students; funding guidelines; and increases in personnel assigned to the administration of the gifted and talented program. (CL)

ED 253 033 EC 171 368

Schoen, Sharon F.  
A Systematic Strategy for the Assessment of Individuals with Severe Handicaps.

Pub Date—85

Note—20p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Methods, \*Severe Disabilities, \*Student Evaluation, Testing

The paper presents one strategy for sequencing the task assessment of severely handicapped individuals to facilitate more precise and concise assessment. The proposed sequence includes the following steps: (1) clarifying the purpose for testing, (2) collecting background information to increase the possibility of obtaining more accurate and pertinent information, (3) observing in the natural environment to furnish candid forms of information, (4) selecting test instruments, (5) answering the assessment question, and (6) collecting ongoing data. Each step is addressed in terms of procedures. (CL)

ED 253 034 EC 171 369

Larson, Katherine A. Gerber, Michael M.  
Social Meta-Cognition: The Efficacy of Cognitive Training for Social Adjustment of Learning Disabled Delinquents. Final Report.

California Univ., Santa Barbara. Graduate School of Education.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Oct 84

Grant—G008302160

Note—223p.; Some Appendixes and charts may not reproduce well due to small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Behavior Change, \*Cognitive Restructuring, \*Delinquency, \*Interpersonal Competence, \*Learning Disabilities, Metacognition, \*Social Development

The study tests the efficacy of social meta-cognitive training for enhancing social competence in 34 learning disabled (LD) and 35 non LD low achieving incarcerated delinquents. Ss were randomly assigned to treatment, attention control and test-only control groups. Overt social behavior measures were examined in a pretest-posttest control group design. Cognitive social problem solving measures were examined in a random assignment posttest only control group design. Training focused on impulse control, meta-cognitive awareness (methods for locating and labeling salient features of interpersonal problem situations) and meta-cognitive control skills (effectively using social meta awareness information to create adaptive solutions to perceived problems). Results revealed that significantly more LD and non-LD treatment Ss compared to attention and test-only control Ss demonstrated improvement on number of institutional negative behavior reports recorded, phase level promotions earned, good days credited, and institutional ratings of progress toward treatment goals. LD and non LD treatment Ss also demonstrated learning of specifically trained metacognitive awareness skills. Both LD and non LD treatment Ss demonstrated some but not practical improvement in generating better quality solutions to novel hypothetical social problems. Meta self-assessment was not enhanced at a statistically significant level by training. Blind staff ratings found many more LD treatment Ss as improved in behavior and somewhat more non LD treatment Ss improved compared to control Ss. (CL)

ED 253 035 EC 171 370

Sillito, Melvin T. Wilde, Warren D.  
Educating the Gifted: Summary Report.

Medicine Hat Public School District #76 (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Feb 83

Note—47p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Definitions, Elementary Secondary Education, Foreign Countries, \*Gifted, Program Administration, \*Program Development, Talent, \*Talent Identification

Identifiers—Alberta

The study was designed to provide background information on which to base a program for gifted and talented students in Alberta. Questionnaires, on-site visits, and interviews were used to compile non-statistical and descriptive data on current programs for the gifted throughout Canada and the United States. report contains sections on the following topics: the nature of giftedness, historical antecedents and the current setting, the role of visual and performing arts in educating the gifted, identification of the gifted, curriculum models, curriculum development and delivery, teachers and support services, administration and finance, and evaluation of students and programs. Implications for local and provincial agencies and universities regarding such topics as definitions and identification, administration and support systems, teacher selection, curriculum, evaluation, parental support, inservice, finance, encouragement for program initiation and effort coordination. (CL)

ED 253 036 EC 171 371

A Guide for Impaired Hearing Officers. Preparing and Conducting Impaired Hearings on the Educational Evaluation, Classification and Placement of Children with Handicapping Conditions.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Report No.—NYSED-84-7421

Pub Date—Sep 84

Note—71p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Arbitration, \*Disabilities, \*Due Process, Elementary Secondary Education, Handicap Identification, \*Hearings, Parent School Relationship, Student Evaluation, Student Placement

Identifiers—\*Hearing Officers, \*New York

The manual provides guidelines for persons in New York State serving as hearing officers to resolve disagreements regarding the identification, evaluation, and provision of special education services and programs for pupils with suspected educational handicaps. Part I presents an overview of federal and state laws and regulations governing the education of all handicapped children, and a description of the administrative procedures governing identification, evaluation, and programming for pupils with suspected handicaps. Due process is also examined, as is the role of the hearing officer in terms of potential issues (such as questions over the appropriateness of an individual evaluation or program placement). Part II is designed as a guide to help the hearing officer prepare, conduct, and conclude the decision. Part III examines the use of evidence during the hearing, while part IV details qualifications and skills of hearing officers. The appendices include a glossary of terms, an information checklist, and a brief annotated bibliography. (CL)

ED 253 037 EC 171 372

Smith, Kim Stevens  
Stress Management in Gifted Education.

Pub Date—Apr 84

Note—68p.

Pub Type—Reference Materials - Bibliographies (131) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Fantasy, \*Gifted, Imagery, Intervention, \*Relaxation Training, \*Stress Variables, \*Time Management

This annotated bibliography was designed to examine the nature and effects of stress, with particular emphasis on gifted students. Following a brief glossary of 33 terms, 53 citations are presented in three major sections: a general overview of stress, stress and the gifted child, and selected stress management techniques (relaxation, imagery, and time management). Annotations are arranged alphabetically by author's last name and include title, source, publication information date, and a brief abstract. A separate chapter summarizes the six major concluding recommendations and suggests the need for incorporation of stress management into a gifted education curriculum. Appended are reprinted charts and tables, a sample lesson plan for a relaxation session, and a sample guide to a guided imagery and meditation session. (CL)

ery and meditation session. (CL)

ED 253 038 EC 171 373

Hill, John W. Parker, Tommie  
Utilizing a Mental Health/Education Outreach Training Model to Prevent Special Education Teacher Career Attrition.

Pub Date—May 83

Note—20p.; Paper presented at the Annual National Outreach Training Symposium Pre Conference (1st, Dallas, TX, May 27-31, 1983) preceding the Annual Conference of the American Association on Mental Deficiency (107th, Dallas, TX, May 29-June 2, 1983).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Faculty Mobility, \*Mental Health, Models, Prevention, \*Special Education Teachers, Teacher Attitudes, Teacher Behavior, \*Teacher Burnout

The mental health/education outreach training model to prevent special education teacher career attrition is based on the assumption that if one member of a relational system has a problem, then the entire system has a problem. High special education teacher attrition rates are contrasted with lower estimates for the teaching profession as a whole. The unrecognized special education teacher relational issues which are similar to the dysfunctions found in family interactions can also be viewed as concepts fundamental to change. These include: (1) fusion; (2) triangulation; (3) problem ownership; (4) defensive response style; and (5) the maintenance of expectations for parents and children at some level other than zero. The outreach training model content and specific strategies discussed in this paper focus on a choice "intervention" based on the premise that a perception of "no choice" in changing self-perceptions and behaviors on the part of teachers interacting with children and parents breeds poor mental health. The model focuses on preventing the intimidation and resentment that are precursors of this poor mental health resulting in the well publicized special education teacher career attrition. There needs to be a therapeutic line of support for teachers to help them learn to approach children and parents with systematic healthy objectivity during the inevitable problem times and rough spots which occur while teaching. Enhancing educational training through an outreach model is one way to ensure such support. (Author/CL)

ED 253 039 EC 171 375

Miele, Joseph V., Jr.  
"Crises at the Crossroads": A Look into the Aging Out Crises in Onondaga County.

Pub Date—Dec 84

Note—82p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Programs, Community Resources, \*Eligibility, \*Severe Disabilities, State Programs, \*Transitional Programs, \*Young Adults

Identifiers—\*Aging Out Process, New York (Onondaga County)

The report examines issues in the "aging out" process, in which handicapped youth 21 years of age are no longer eligible for publicly funded residential, educational, and child care facilities. Procedures involved in New York's transitional care and maintenance programs are noted, and new concepts regarding the extent of society's commitment to the education of disabled citizens are addressed. Specific examples in Onondaga County are illustrated. The importance of redirecting educational and vocational thrusts to community-based approaches is discussed. Aging out is traced to inadequate educational, vocational, and residential strategies. Community-based, community-oriented instruction is offered as the alternative for severely disabled individuals. A section examines ways in which the community-based alternative could strengthen the effectiveness of special education in Onondaga County and the state. Short-term and long term community based strategies are considered. (CL)

ED 253 040 EC 171 376

Evans, Allen G.  
Funding Resources for the Handicapped.

Moreno L. Jensen Utah State House Fellowship Program, Salt Lake City.

Pub Date—81

Note—172p.; Document contains very small, light



type.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Federal Aid, Federal Programs, \*Financial Policy, State Programs

Identifiers—\*Utah

The manual includes information on resource materials relating to funding for handicapped students. The work is divided into the following sections: federal resources (federal agencies for funding, federal information centers, federal executive boards, and regional and local federal offices); national information sources on handicapping conditions and related services (advocacy, consumer, and voluntary health organizations, professional and trade organizations, and religious and sports organizations serving the handicapped); state resources (Governor's Committees on Employment of the Handicapped, Crippled Children's State Agencies, state administrators of vocational rehabilitation, state and community groups in Utah); corporation resources (types of corporate support, examples of corporate donations); foundation resources (national foundations, Utah foundations, foundation research tools); and reference resources (journal and document research articles). (CL)

ED 253 041 EC 171 383

*Przybecki, Mary, Ed. Miller, Stephanie A., Ed. Toys for Special Children.*

PAM Assistance Centre, Lansing, MI.

Pub Date—Nov 84

Note—15p.; Document printed on colored paper.

Journal Cit—PAM Repeater; n26 Nov 1984

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Deaf Blind, Elementary Education, \*Games, \*Hearing Impairments, Infants, Sensory Experience, Stimulation, \*Toys, \*Visual Impairments, Young Children

The guide presents information on approximately 150 toys useful for infants and children with sensory impairments. The toys listed are available from stores found nation-wide and the list is organized according to age level (infants, toddlers, and elementary levels). A brief description, price, source, and coding of types of skills the toys may help develop (auditory, balance and coordination, educational, eye-hand coordination, tactile, and visual skills) is included. (CL)

ED 253 042 EC 171 384

*Daniels, Roberta R. And Others*

*Selected Progressive Competencies for Education of the Gifted.*

Spons Agency—Emporia State Univ., Kans.

Pub Date—[84]

Note—56p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Affective Objectives, \*Competency Based Education, Creative Development, Critical Thinking, Elementary Secondary Education, \*Gifted, Psychomotor Objectives, \*Student Educational Objectives, Student Research

Progressive competencies were identified for gifted students in grades kindergarten through 12 as a result of a survey of over 600 administrators, classroom teachers, and teachers of the gifted. Competencies were identified for four levels of development in the following six specific skill areas: creativity, affective development, academic management, research, critical thinking, and the psychomotor domain. A section on each skill area begins with a review of the literature, continues with a listing of the competencies for subskills, and ends with a bibliography. Under "Creativity," competencies are listed for writing, speech and drama, art, divergent thinking skills, and creative problem-solving. Competencies identified for "Affective Development" include the subareas of self-image, group dynamics, leadership, and career exploitation. The section on "Academic Management" includes competencies for critical reading, nonverbal communication, verbal communication, listening, test awareness and time management. Included in the "Research" section are competencies for the election and planning process, information retrieval, recording and analyzing information, and the presentation of research. Competencies for the following subskills are included in the section on "Critical Thinking": analogy, deductive reasoning,

propaganda and persuasive techniques, decision making, inductive reasoning—figural and numeric, inductive reasoning—verbal and symbolic, and causal relationships. The final section, "Psychomotor Domain," contains examples from the Guilford and Harrow taxonomies. (DB)

ED 253 043 EC 171 385

*Mann, James W. And Others*

*Mississippi State Survey of Visually Impaired Children and Youth, 1984-85.*

Pub Date—15 Nov 84

Note—15p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Demography, Elementary Secondary Education, \*Etymology, \*Incidence, \*State Surveys, \*Visual Impairments

Identifiers—Mississippi

Results are presented of a statewide survey of visually impaired children and youth (birth to age 21) who were receiving or could qualify to receive special educational or other services in Mississippi. Questionnaires were completed on visually impaired students from four programs: public schools, private schools, state schools for the blind, and state residential schools for the mentally retarded. Demographic patterns are analyzed (age, sex, ethnic backgrounds), and results are also provided for distribution by type of special program, causes of visual loss, age of onset of visual loss, additional handicaps, year of last visual examination, prognosis of visual conditions, mode of reading, and visual acuity in the better eye after correction. The survey instrument is appended. (CL)

ED 253 044 EC 171 386

*Staik, Irene M.*

*Factor Analytic Structure of the Adaptive Behavior Scale (Part D. Using Community-Based Subjects: Implications for Program Development.*

Pub Date—16 Nov 84

Note—14p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adaptive Behavior (of Disabled), Adults, \*Community Programs, Factor Analysis, \*Mental Retardation

Identifiers—\*Adaptive Behavior Scale

To test whether or not the factor structure of the Adaptive Behavior Scale (Part I) (ABS) differs when community-based mentally retarded subjects are used rather than institutionalized retarded subjects, the ABS was administered to 100 mentally retarded adults living at home and being served by community daytreatment programs. A principle components analysis with orthogonal rotation of the ABS data yielded three meaningful factors: Community Independence (accounting for 78.2% of the variance), Personal Independence (13.4%), and Vocational-Social Independence (8.4%). Previous research on institutionalized Ss had indicated that the primary factor contained in the ABS was one dealing with personal health, grooming, and basic self-care skills. The present study indicates that community awareness and mobility are of more importance to community-based retarded adults than are personal self-care skills. Implications of the present study for community-based day-treatment programs for mentally retarded adults suggest the need to focus on community awareness activities rather than on basic self-care skills for mentally retarded adult clients. (Author/CL)

## FL

ED 253 045 FL 013 994

*Schlicher, Bobbie*

*Amah: Learning to Read in a Second Language.*

Pub Date—83

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, Case Studies, Daily

Living Skills, \*English (Second Language), Foreign Nationals, \*Language Experience Approach, \*Literacy Education, \*Reading Skills, \*Second Language Learning, Tutoring

The experiences of a teacher of English as a second language in teaching reading in English to an enthusiastic and illiterate Ethiopian woman married to an American and living in the United States are described. The Ethiopian woman was eager to talk on the telephone, take messages for her husband, go to the store by herself, read to her nursery-school-age son, and learn new recipes. The teacher took the language experience approach to instruction, and began by preparing a unit on cooking pancakes, a desired skill, by combining reading the recipe, making a shopping list, going to the store, making the pancakes, and creating a language experience story based on a wordless children's book about making pancakes. In this and other stories the student created, she dictated the story, which the teacher read back to her, and kept a copy to study during the following week. The first stories consisted of simple descriptions of pictures, and progressed to descriptions with expressions of the characters' feelings, actions, and reasoning, and then to a connected story with a beginning, middle, and end, and finally to a story about a picture of herself in which she compares herself to a nursery story character. In the last story, she showed that she could use literature as a tool for becoming conscious of her own environment and experience. (MSE)

ED 253 046 FL 014 018

*Gonzales, Tony, Ed. O'Connor, Roger, Ed.*

*Foreign Language Folio: A Guide to Cultural Resources and Field Trip Opportunities in the San Francisco Bay Area for Teachers and Students of Foreign Languages, 1983-85.*

Alameda County Office of Education, Hayward, Calif.; Contra Costa County Dept. of Education, Pleasant Hill, Calif.; San Mateo County Office of Education, Redwood City, CA; Santa Clara County Office of Education, San Jose, Calif.

Pub Date—83

Note—44p.; A joint project of the Alameda, Contra Costa, San Mateo, and Santa Clara County, California Offices of Education.

Available from—Contra Costa County Office of Education, 2371 Stanwell Drive, Concord, CA 94520 (Attention: Folio) (\$2.00, payable to County Treasurer and Tax Collector).

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Asian Americans, Chinese, \*Cultural Activities, \*Cultural Education, \*Cultural Opportunities, Elementary Secondary Education, \*Field Trips, Filipino Americans, Films, French, German, Greek, Italian, Japanese, Korean, Museums, Portuguese, Publications, Regional Cooperation, Russian, \*Second Language Instruction, Spanish, Tagalog, Tourism, \*Urban Areas

Identifiers—\*California (San Francisco), Esperanto

A listing of San Francisco area cultural resources and opportunities of use to foreign language teachers is presented. Included are the following: museums and galleries, schools, art sources, churches, clubs, cultural centers and organizations, publications and publishing companies, restaurants, food stores and markets, travel and tourism, professional associations, radio and television broadcasts, theaters and cinemas, and performing arts for Asian, Chinese, Esperanto, French, Filipino, Greek, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish cultures. A list of related general resources (not language-specific) of the same types is also included. The listings include addresses and when applicable, contact persons, hours, and brief annotations. (MSE)

A listing of San Francisco area cultural resources

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ED 253 047 FL 014 019

*Headrick, Robert J., Jr.*

*Ronald McDonald dit: "Tout le monde connaît: Deux steakshachessaucespécialesaladefromageol-*

*gions dansuntriplepalmrondeouvertdegains-*

*desesames" (Ronald McDonald Says: "Everyone Knows: Two-All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-on-a-Sesame-Seed Bun")*

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—25p.

Available from—ACTFL Materials Center, P.O. Box 408, Hastings-on-Hudson, NY 10706 (1-9 copies, \$3.00; 10 or more, \$2.50).

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advertising, Costs, Cultural Education, \*Dining Facilities, \*Food Service, Foreign Countries, \*French, High Schools, Instructional Materials, Monetary Systems, \*Popular Culture, Realia, \*Second Language Instruction, \*Vocabulary Development

Identifiers—France, \*McDonalds

This booklet is intended for classroom use in first-year high school French to acquaint students with the McDonald's fast food restaurants in Paris. The specific objectives are for the student to: (1) discuss the similarities and differences between the American and Parisian McDonald's, (2) set up a miniature McDonald's in the classroom, (3) order a meal in French using phrases and vocabulary from the unit, (4) convert American dollars to French francs and the reverse, and (5) converse in French with other students about the McDonald's food items. The materials in the booklet include an introduction for the teacher, facts about McDonald's for the student, text in English, phrases in French, self-tests (some with illustrations), exercises, photographs, and McDonald's advertising in French. The self-test answer key is also included. (MSE)

**ED 253 048**

**FL 014 020**

Headrick, Robert J. Jr.

Ronald McDonald presenta: "Puedes decir: 'dortortodoparocarnedercasaspecialchugueson-pepiatillocyebollasenpanconsemillas-dejonjolit'" (Ronald McDonald Asks: "Can You Say: 'Two-All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-On-Sesame-Seed-Bun'") Activities in Spanish).

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—14p.

Available from—ACTFL Materials Center, P.O. Box 408, Hastings-on-Hudson, NY 10706 (1-9 copies, \$3.00; 10 or more, \$2.50).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advertising, Costs, Cultural Education, \*Dining Facilities, \*Food Service, Foreign Countries, High Schools, Instructional Materials, Monetary Systems, \*Popular Culture, Realia, \*Second Language Instruction, \*Spanish, \*Vocabulary Development

Identifiers—Costa Rica, \*McDonalds

This booklet is intended for classroom use in first-year high school Spanish to acquaint students with the McDonald's fast food restaurants in Costa Rica. The specific objectives are for the student to: (1) discuss the similarities and differences between the American and Costa Rican McDonald's, (2) set up a miniature McDonald's in the classroom, (3) order a meal in Spanish using phrases and vocabulary from the unit, (4) read and discuss in Spanish some of the monthly activities offered young Costa Ricans, and (5) converse in Spanish with other students about the McDonald's food items. The materials in the booklet include an introduction for the teacher, facts about McDonald's for the student, text in English, phrases in Spanish, self-tests (some with illustrations), exercises, photographs, and McDonald's advertising in Spanish. (MSE)

**ED 253 049**

**FL 014 021**

Headrick, Robert J. Jr.

Ronald McDonald sagt: Die Deklination des Adjektivs Ist Wichtig! Übungen für Studenten. (Ronald McDonald Says: The Declension of Adjectives Is Important! Exercises for Students).

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—15p.

Available from—ACTFL Materials Center, P.O. Box 408, Hastings-on-Hudson, NY 10706 (1-9 copies, \$3.00; 10 or more, \$2.50).

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adjectives, Comparative Analysis, Daily Living Skills, Elementary Secondary Education, \*Food Service, \*German, Grammar, Instructional Materials, Monetary Systems, Realia, \*Second Language Instruction, Speech Skills, Tests

Identifiers—\*McDonalds

A booklet intended for classroom use in beginning

and intermediate German instruction provides students with a series of authentic McDonald's fast food restaurant placemats with which to review and reinforce adjective endings. Specific objectives are for students to: read and discuss each of the German McDonald's trayliners, complete a series of exercises based on the trayliners, discuss similarities between McDonald's restaurants in West Germany and the United States, convert German marks to American dollars, order a meal in German using vocabulary and phrases from the unit, and converse in German with other students about McDonald's food items. The materials provided include photographs of trayliners in German, exercises, vocabulary and phrase lists, and a short quiz. (MSE)

**ED 253 050**

**FL 014 023**

Brooks, Frank B.

Let Lake Skywalker and Cinderella Help You Teach the Preterite And Imperfect, Too!

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—7p.

Available from—ACTFL Materials Center, P.O. Box 408, Hastings-on-Hudson, NY 10706 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Techniques, Form Classes (Languages), Instructional Materials, Secondary Education, \*Second Language Instruction, \*Spanish, Story Telling, \*Tenses (Grammar), \*Verbs

Instructional materials for the preterite tense in Spanish are based on Robert Terry's technique of using familiar stories in the foreign language, written in the present tense, which students must place in the past by changing verb forms. The objective is to avoid the disadvantages of simply translating verb tenses and to allow the student to get the concept of past tenses by using the tenses in context. Four brief stories are presented in Spanish: Little Red Riding Hood, Cinderella, Goldilocks and the Three Bears, and Star Wars. Each verb, presented in the present, is numbered. Students are to write their choice of verb form on the answer sheet, which is provided in the document and is suitable for duplication. Students compare their responses with the answer key, which is also provided, and the teacher is encouraged to be prepared for discussion of verb choice. (MSE)

**ED 253 051**

**FL 014 024**

Terry, Robert M.

Let Cinderella and Lake Skywalker Help You Teach the Passe Compose and Imperfect.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—8p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Techniques, Form Classes (Languages), \*French, Instructional Materials, Secondary Education, \*Second Language Instruction, Story Telling, \*Tenses (Grammar), \*Verbs

Instructional materials for the passe compose and imperfect tenses in French use the technique of presenting familiar stories in the foreign language, written in the present tense, which students must place in the past by changing verb forms. The objective is to avoid the disadvantages of simply translating verb tenses and to allow the student to get the concept of past tenses by using the tenses in context. Six brief stories are presented in French: Little Red Riding Hood, Cinderella, Sleeping Beauty, Jack and the Beanstalk, Goldilocks and the Three Bears, and Star Wars. Each verb, presented in the present, is numbered. Students are to write their choice of verb form on the answer sheet, which is provided in the document and is suitable for duplication. Students compare their responses with the answer key, which is also provided, and the teacher is encouraged to be prepared for discussion of verb choice. (MSE)

**ED 253 052**

**FL 014 025**

Crawford, Linda

Le Figaro, Revised.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—80

Note—22p.: Based on materials developed at the University of Minnesota's Modern Language Work-In (Besancon, France, Summer 1974).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advertising, Comparative Analysis, Film Criticism, \*Foreign Language Periodicals, \*French, High Schools, Information Seeking, Instructional Materials, Job Search Methods, Layout (Publications), \*Newspapers, Programming (Broadcast), \*Reading Skills, \*Second Language Instruction, Television

These instructional materials are designed for students with some French reading skills and vocabulary in late beginning or early intermediate senior high school French. The objectives are to introduce students to a French newspaper, "Le Figaro," and develop reading skills for skimming, gathering specific information, and relying on cognates. The material is presented in six units adaptable to various group sizes. Specific learner objectives include: (1) scanning the front page for specific information; (2) designing a front page or comparing front pages of the French and American newspapers; (3) summarizing an article by skimming it; (4) noting the international tone of the movie listings; (5) selecting a movie to go to based on their descriptions; (6) selecting a job to apply for from the classified advertisements; (7) comparing American and French television listings and constructing a listing from the French model; (8) reading a French television listing to select programs in specific situations; and (9) deriving specific information from advertisements. The materials presented include teacher instructions, notes for the student, exercises, illustrations from "Le Figaro," quizzes, and an answer key. (MSE)

**ED 253 053**

**FL 014 027**

Tuttle, Harry Grover

Don Puertorriquenos Visitan Puerto Rico (Two Puerto Ricans Visit Puerto Rico).

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—24p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advertising, \*Cultural Education, Daily Living Skills, Dialogs (Language), Food, Games, Instructional Materials, \*Puerto Ricans, Recreation, \*Second Language Instruction, \*Spanish, Tourism, Transportation, Travel

Identifiers—\*Puerto Rico

These materials for Spanish instruction are based on the meeting and friendship of two Puerto Ricans arriving in Puerto Rico for visits to their hometowns, their discussions of Puerto Rican life, and a sightseeing tour of San Juan. Introductory passages to the visitors' dialogues are in English, and dialogues are in Spanish, with photographs, advertising, and other illustrations. The dialogue and story topics include transportation and Puerto Rican geography, food, leisure activities, San Juan history and historic attractions, and celebrations (quinceanero, saint's day parties, Discovery Day, the Fourth of July, and Christmas). Student activities include games, exercises, cultural activities, and reviews and discussions of the information presented. An answer key for the games and exercises is included. (MSE)

**ED 253 054**

**FL 014 028**

FL Activities & Festivals.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Careers, Case Studies, \*Class Activities, Competition, \*Cultural Activities, French, Games, \*Government School Relationship, Higher Education, Instructional Materials, Interdisciplinary Approach, \*School Community Relationship, Secondary Education, \*Second Language Instruction, Spanish, \*Student Projects, Teacher Role

A collection of student, class, and school foreign language activities suggests a variety of projects and describes three specific school efforts. The suggested activities include: (1) individual student efforts such as writing to pen-pals; (2) group activities such as a foreign language auction or sing-along; (3) group projects for the school such as exhibits; (4) student involvement with the community in assembly programs; (5) essay, photo, or poster contests; (6) activities with teacher involvement such as field trips or faculty foreign language courses; (7) inter-

disciplinary, school-wide activities such as foreign coin study in mathematics classes or immigration study in social studies; (8) school-wide foreign language projects such as a cookbook or cooking demonstration; (9) community involvement such as window displays featuring a foreign country, or radio or television announcements of foreign language cultural events; (10) foreign language services in the community such as visits or performances at local service organizations, or displays at libraries or community centers; (11) government involvement such as letters to government agencies concerning the importance of foreign languages, or a request for an official's endorsement of language learning; and (12) career-related activities such as field trips to see foreign languages used on the job. The three specific activities highlighted include a university's French fair, a junior high school's Latin American evening, and a high school's language Olympics. (MSE)

ED 253 055

FL 014 029

Deutsch, Rena

# **Advertisements: An Overlooked Resource in the Foreign Language Classroom.**

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—12p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advertising, Catalogs, Class Activities, Classroom Techniques, Cultural Differences, \*Cultural Education, English (Second Language), \*Grammar, \*Instructional Materials, Language Usage, \*Second Language Instruction, \*Vocabulary Development

## **Identifiers—Mail Order**

The use of newspaper and magazine advertisements for teaching foreign language skills in listening, speaking, reading, and writing as well as vocabulary, idiomatic expressions, grammar, pronunciation, and culture is encouraged and discussed. Suggested lessons and classroom activities are presented in four categories: vocabulary, grammatical rules and relationships, culture, and further activities. Lesson topics include understanding how advertisements use various kinds of puns or manipulate language, finding ads in which grammatical rules are broken, finding cultural generalizations in advertising, and using mail order catalogs to obtain cultural information. Each lesson lists an objective, materials, procedure, class activities, and in some cases, instructional suggestions. The section on further activities briefly, lists 12 classroom and assignment uses, and variations, for advertising. (MSE)

ED 253 056

FL 014 030

Freeman, G. Ronald And Others

# **Getting Students Involved: Classroom Activities Which Promote Communication.**

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—23p.

Pub Type—Guides - Classroom - Teacher (052) —

Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Activities, \*Classroom Communication, Classroom Techniques, \*Communication Skills, \*Communicative Competence (Languages), French, Instructional Materials, Intercultural Communication, Secondary Education, \*Second Language Instruction

Three essays concerning second language classroom activities that promote learning of communication skills are presented. In "From Manipulation to Communication" (Renate A. Schulz), the importance of establishing minimal communicative objectives for classroom instruction skills is discussed, specifying situations in which students have to demonstrate communicative survival. Meaningful exercises for listening comprehension and/or reading and for listening-speaking integrative skills use (both monologue and interactional) also are outlined. "Stimulating Cross-Cultural Communication in Intermediate French Classes: Two Techniques" (Thomas H. Geno) presents two strategies for promoting discussion of cultural differences, one using student-generated topics for discussion of their own attitudes and one directing students to the target culture's attitudes on a given subject. "Warm-Ups and Time-Outs: Classroom Conversational Activities" (G. Ronald Freeman) outlines nine brief instant-involvement exercises for beginning a class session or for use as interludes from intense concentration during a class period. (MSE)

tration during a class period. (MSE)

ED 253 057

FL 014 031

# **Strategies for Personalization in the Language Classroom.**

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—[84]

Note—21p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Activities, \*Classroom Techniques, Cultural Education, Dialogs (Language), Games, \*Grammar, Imagination, \*Individualized Instruction, Instructional Materials, Puzzles, Realia, \*Second Language Instruction, Story Telling, \*Vocabulary Development

A collection of suggestions is presented for ways in which second language students can be encouraged to express real feelings, opinions, and judgments within their level of linguistic competence. Sections are included which focus on dialogue, grammar, vocabulary, narratives, and culture as content areas for which lesson plans can be devised to promote the sharing of facts (about the self and the world); feelings, ideas, and judgments; and imagination. The section on dialogues suggests personalized question-answer sessions, use of Likert-type scales, and role-play and simulation to promote student participation. The section on grammar recommends weather and news reporting, personalized completion exercises, interviews, a simulated phone call to a native speaker, conversation cards, a "stump-the-teacher" game, captioning pictures, and chain stories. The vocabulary section lists student-prepared warm-ups, true-false statements, scrambled sentences, drawing pictures from a description, guessing games, jigsaw puzzles, ranking of likes and dislikes, captioning or describing pictures, a group story, and use of want ads, advertisements, and poetry as techniques for personalizing language instruction. A variety of activities based on a Spanish short story are outlined in the section on narratives, and suggested activities related to culture include jigsaw puzzles, use of Socratic questions, personal experiences, making evaluations about story characters' behavior, and creating a culture-specific dialogue from an existing one. (MSE)

ED 253 058

FL 014 032

Fautoux, Elaine V. And Others

# **La famille, l'automne, l'identité, l'école (The Family, Autumn, Identity, and School). Curriculum Guide: Levels K, 1, 2, 3.**

Canaan/Norton Bilingual Program, VT.

Pub Date—[84]

Note—264p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Bilingual Education, Curriculum Guides, Elementary Education, \*Family Life, \*French, Grade 1, Grade 2, Grade 3, Instructional Materials, Kindergarten, \*Second Language Instruction

The curriculum guide for a series of French language lessons includes four units graded for levels K, 1, 2, and 3. The units cover the topics of the family, autumn, identity, and school. In each unit there are four graded lessons. Each lesson contains a set of objectives for the lesson, followed by a series of exercises matched to the objectives. The exercise for each objective consists of teacher notes on materials needed, description of a demonstration the teacher is to perform, a number of specific activities for applying the concept or material addressed, and one or more evaluation techniques. When applicable the lesson also includes vocabulary and phrase lists. (MSE)

ED 253 059

FL 014 533

Fairbairn, Kerry Pegolo, Catherine

# **Foreign Languages in Secondary Schools. Report No. 2: Studies in Six Schools.**

Queensland Dept. of Education, Brisbane (Australia). Research Branch.

Spons Agency—Australian Education Research and Development Committee, Canberra.

Pub Date—Apr 83

Note—83p; For Report No. 1, see ED 228 842.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Organization, Administrator Attitudes, Case Studies, Catholic Schools, Declining Enrollment, Educational En-

vironment, Enrollment Trends, Foreign Countries, \*French, Futures (of Society), High Schools, \*Italian, \*Japanese, \*Language Attitudes, Private Schools, Program Descriptions, \*Program Design, School Size, Secondary Education, \*Second Language Instruction, Single Sex Schools, Student Attitudes, Teacher Attitudes, Urban Schools

## **Identifiers—Australia**

Six case studies of foreign language programs in diverse Australian secondary schools conducted as part of an effort to learn the state of secondary level foreign language instruction are presented. The studies were conducted through administrator, teacher, and student interviews, on-site observation, and verification of the final report by the school's administration. The major issues looked at include administrator, teacher, and student attitudes toward the teaching and learning of foreign languages, their views on certain administrative aspects of their own programs, and their perceptions of each other's views. The administrative issues looked at include: scheduling; course structure; the benefits, difficulties, and student expectations of foreign language study; resources and learning environments; administrative and external support; teacher allocation and competence; classroom and extra-curricular activities; reasons for the foreign language enrollment decline; and predictions about future trends. The six programs include three large metropolitan state high school programs, a medium-sized all-boys Catholic secondary school program, a small independent all-girls school in a provincial city, and a state secondary class attached to a state primary school. The programs included two each in French, Japanese, and Italian. (MSE)

ED 253 060

FL 014 644

Fox, Karen L.

# **ESL or EFL: A Reassessment of Student Needs.**

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—83

Note—8p; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 17, 1983) and the Regional Conference of the California Association of Teachers of English to Speakers of Other Languages (Los Angeles, CA, October 22, 1983); In: CATESOL Occasional Papers, Number 10 p93-99 Fall 1984.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Needs, \*English (Second Language), Higher Education, Minority Groups, Refugees, \*Second Language Instruction, Speech Skills, State Universities, \*Student Needs, Surveys, Urban Universities, \*Writing Skills

Students in an academically supported program of English as a second language (ESL) serving permanent residents and refugees at a large urban state university were surveyed concerning their language use patterns and educational needs for language instruction. The respondents were predominantly Southeast Asians representing significant minority populations in the surrounding community. Results revealed considerable prior classroom instruction in English but low use of the English language at home and work, relatively long residence in the United States but limited informal language contact in the community, and major problems with oral skills but greater concern over self-assessed lack of writing proficiency, a concern that was reflected in the ESL curriculum at the institution. It is concluded that the present program emphasis on formal conventions, particularly of written English, which neglects both expressive and receptive oral skills, does not adequately address this population's language needs, and that a program of English as a foreign language (EFL) would serve the students' needs better. (MSE)

ED 253 061

FL 014 662

Tannen, Deborah

# **Cross-Cultural Communication.**

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—83

Note—17p; Paper presented at the State Meeting of the California Association of Teachers of English to Speakers of Other Languages (Los Angeles, CA, April 15-17, 1983); In: CATESOL Occasional Papers; Number 10 p1-16 Fall 1984.

Pub Type—Guides - Non-Classroom (055) —



## Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Communication Skills, \*Cultural Differences, Daily Living Skills, \*English (Second Language), \*Intercultural Communication, Second Language Instruction, Telephone Usage Instruction  
 Identifiers—Greece

A two-part presentation on cross-cultural communication consists of a discussion of cultural differences in interpersonal communication and an article from a Greek English-language publication concerning telephone use skills in a foreign country. Cultural differences in communication are divided into eight types and illustrated: (1) when to talk; (2) what to say; (3) pacing and pausing; (4) the art of listening; (5) intonation; (6) what is conventional and what is not in a language; (7) degree of indirectness; and (8) cohesion and coherence. Examples of these observations about communications skills, found in one person's experience with answering telephones in Greece, are discussed. It is concluded that cross-cultural communication presents a double-bind: the need to be connected to others and the need not to be imposed upon and that, in certain cultural situations, individuals must compromise these needs in order to communicate. An analogy is made between cross-cultural communication and a route on which someone has turned the signs around: the familiar signposts are there, but they don't lead in the right direction. (MSE)

**ED 253 062** FL 014 663

*Jamieson, Joan Chapelle, Carol*  
**Prospects in Computer Assisted Language Lessons.**  
 California Association of Teachers of English to Speakers of Other Languages.  
 Pub Date—84

Note—19p; Paper presented at the State Meeting of the California Association of Teachers of English to Speakers of Other Languages (San Jose, CA, 1984); In: CATESOL Occasional Papers, Number 10 p17-34 Fall 1984.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Classroom Techniques, Communicative Competence (Languages), \*Computer Assisted Instruction, Computer Software, \*English (Second Language), Grammar, \*Language Skills, Listening Skills, Reading Instruction, \*Second Language Instruction, Speech Skills, Writing Instruction

Some prospects for development of computer-assisted language instruction in six language skill areas (grammar, communication, reading, listening, speaking, and writing) are presented. In grammar instruction, a current challenge is to improve judging of student answers, and "intelligent" computer programs that try to identify the student's misconception (leading to production of a wrong answer) hold promise. Three potential aids for developing intelligent grammar programs include answer-judging algorithms, authoring systems capable of identifying errors, and programming languages designed for natural language processing. Communicative programming, which emphasizes group work, focuses on gaming and simulation as instructional techniques. Reading instruction by computer tries to address individual differences in speed and vocabulary, and many programs are currently available. Listening lessons by computer are the ones most frequently inquired about, and they combine computer interaction with spoken language via audiotapes. Some programs currently allow practice of students' speaking skills by either playing back a student's voice recording or plotting stress and intonation contours on a computer screen for comparison with a recorded voice's contours. A few programs are also available for writing instruction, using such techniques as incorporating student responses into prewritten texts, having students arrange sentences, or using text processing for teaching writing and revision. A list of available programs and their sources are appended. (MSE)

**ED 253 063** FL 014 664

*Johns, Ann M.*  
**On Developing ESL and Bi-Lingual Activities Transferable to the Academic Classroom.**  
 California Association of Teachers of English to Speakers of Other Languages.

Pub Date—84  
 Note—14p; Portions of a paper presented at the Annual Symposium on Language Teaching in Egypt (4th, Alexandria, Egypt, March 1984) and

at the Summer Institute of the Teachers of English to Speakers of Other Languages (July 1984); In: CATESOL Occasional Papers, Number 10 p35-47 Fall 1984.

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Discourse Analysis, \*English (Second Language), Instructional Materials, \*Intellectual Disciplines, Learning Processes, \*Material Development, \*Multilingual Materials, Program Development, \*Reading Instruction, Reading Skills, Second Language Instruction, Task Analysis, Transfer of Training

Some recent research on the development of reading materials for bilingual instruction and instruction in English as a second language (ESL) concerning the appropriate language of academic texts and students' self-awareness of the learning process is reviewed, and a plan for the development of an academic reading program is outlined. The plan has three steps, all of which appear to be essential in the development of language, task, and instruction-appropriate activities. The first step is analysis of target goals and tasks students must perform in academic classes. The second is examination of the discourse needed by students to accomplish these tasks. Several conventional and unconventional methods of discourse analysis are available. The third step is the development of exercises for all types of reading tasks. These include three types of exercises: pre-reading, which confers knowledge of the content and organization of a text to assist in comprehension; mid-reading, which assists students in moving through the text by discussing how one reads; and post-reading, which includes comprehension questions and activities to promote elaboration, evaluation, and extension of the text just read. (MSE)

**ED 253 064** FL 014 665

*Hafernik, Johnnie Johnson*  
**The How and Why of Peer Editing in the ESL Writing Class.**  
 California Association of Teachers of English to Speakers of Other Languages.

Pub Date—83  
 Note—12p; Paper presented at the State Meeting of the California Association of Teachers of English to Speakers of Other Languages (Los Angeles, CA, April 15-17, 1983); In: CATESOL Occasional Papers, Number 10 p48-58 Fall 1984.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Classroom Techniques, \*Editing, \*English (Second Language), Guidelines, \*Peer Evaluation, Second Language Instruction, \*Writing Instruction

Models of and research into the writing process support the use of peer editing in the regular activities of a writing class. It has the advantages of adding perspective to students' perception of the writing process, both their own and others'; promoting student self-confidence; improving the class atmosphere by active student involvement; and providing an additional diagnostic and teaching tool. For teachers using peer editing, it is useful to establish a classroom climate of trust, design activities leading to the first editing exercise, give the students clear reasons for using the process, designate regular peer editing days, have specific tasks and questions for peer editors to use to build on previous work in class and on previous editing sessions, work with groups of three students, set a time limit for student editors, have student editors explain comments to their peers as well as write them down, have students rewrite their compositions and incorporate the suggestions made, and include an editor self-evaluation component. Common questions about peer editing in English as a second language (ESL) concern its effectiveness for grammatical errors, reinforcement of errors by peers, whether or not students take peer editing seriously enough, the opportunity for cheating and plagiarism, and the time consumed in the process. Editing sheets for intermediate and advanced ESL classes are appended. (MSE)

**ED 253 065** FL 014 666

*Hubbard, Philip*  
**Alternative Outlining Techniques for ESL Composition.**  
 Pub Date—Nov 81

Note—11p; Portions of this paper were presented at the annual San Diego Area Regional Confer-

ence of the California Association of Teachers of English to Speakers of Other Languages (San Diego, CA, November 1981); In: CATESOL Occasional Papers, Number 10 p59-68 Fall 1984.

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—College Students, \*English (Second Language), Higher Education, \*Paragraph Composition, \*Prewriting, Second Language Instruction, \*Writing Instruction, Writing Skills  
 Identifiers—Outlining

Two methods of outlining are suggested for college-level students of English as a second language (ESL) who need the tools to master rhetorical patterns of academic written English that may be very different from those in their native languages. The two outlining techniques separate the four logically distinct tasks in the process of outlining: (1) information or idea gathering; (2) logical grouping of the information or ideas; (3) labeling the groups according to a common denominator; and (4) placing the groups and the information within them into some logical order. The techniques separate the four tasks and deal with them one at a time. The first technique, box outlining, combines a modified brainstorming technique, called a scattergram, designed to gather ideas about a topic, with the task of organizing the ideas into boxes of related ideas, which the student then orders and the teacher checks. This technique can be used to introduce rhetorical patterns as well as organize ideas. The second technique, the card outline, allows more experimentation with classifying ideas by having ideas, printed on small cards, easily arranged and rearranged until the student arrives at an appropriate organization. Both techniques allow students to learn the separate elements of outlining and the logical development of English academic and professional writing so that linking ideas becomes a simpler task. (MSE)

**ED 253 066** FL 014 668

*McGroarty, Mary*  
**High School Competency Tests and ESL Students: Some Limited Data, Some Larger Questions and a Few Suggestions.**  
 Pub Date—84

Note—14p; Expansion of a paper presented at the State Meeting of the California Association of Teachers of English to Speakers of Other Languages (Los Angeles, April 15-17, 1983); In: CATESOL Occasional Papers, Number 10 p80-92 Fall 1984.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Articulation (Education), Comparative Analysis, Competency Based Education, \*English (Second Language), \*Graduation Requirements, High School Students, Mathematics, Reading, Secondary Education, \*Second Language Instruction, Spanish Speaking, \*Speech Skills, \*Test Results, \*Test Use, Test Validity, Writing (Composition)

Graduation competency test results of 27 Spanish-speaking high school students in grades 10-12 indicate that overall oral English proficiency is moderately to strongly correlated with test passage in all three areas tested: mathematics, reading, and writing. These results agree with previous research. However, despite the intuitive appeal of competency testing, its rationale must be carefully evaluated to determine the importance of the test results. Passage of competency tests is intended to demonstrate that students possess skills needed in later life, but prediction of the skills needed in life is problematic. Other conceptual and technical questions about competency testing arise from the definition of test content and method. While it is unrealistic to expect to find a perfect fit between school language demands and those found in an adult role, instruction in English as a second language (ESL) could profit from materials drawn from other curriculum areas to help students develop skills tested by competency tests, thus improving articulation between second language instruction and other school subjects in the process of preparing ESL students for the tests. (Author/MSE)

**ED 253 067** FL 014 734

*Youssef, Arga A.*  
**Study Time, Motivation and Students' Achievement.**  
 Pub Date—Mar 84

Note—21p; Paper presented at the annual meeting

of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Comparative Analysis, French, German, Introductory Courses, Secondary Education, \*Second Language Learning, Spanish, \*Student Motivation, \*Study Habits, \*Time Factors (Learning)

A study investigating the relationship between motivation, study time, and student achievement in second language courses has as subjects 97 tenth- and eleventh-grade English speakers in introductory French, German, and Spanish courses. Two surveys measured motivational factors and the amount of time spent studying the second language. Motivation was measured with a scale on which students estimated how much they learned of a specific language skill if they devoted a reasonable amount of time to it. Study time was measured by the number of hours spent in voluntary non-classroom study. Achievement was measured by the final language course grade. Results showed a positive correlation between study time and achievement for the students of French and German, but a negative correlation between motivation and achievement. Correlations between motivation and study were more uniform, and were positive and significant for all groups, although for the Spanish group the degree of correlation was much lower. These results correspond to those found in some other studies. It is proposed that students' reasons for taking the language course or stereotypes about the ease of learning the language might confound the results, and languages may have varying requirements for student achievement. (MSE)

ED 253 068 FL 014 737

Kilge, E. Alan

The Importance of Foreign Language Education to the Hospitality Industry.

Pub Date—3 Aug 84

Note—34p; Paper presented at the Annual Meeting of the Council on Hotel, Restaurant, and Institutional Education (Denver, CO, August 3, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Needs, Education Work Relationship, Food Service, \*Graduation Requirements, \*Hospitality Occupations, Hotels, \*Language Proficiency, Program Design, Second Language Instruction, \*Second Language Learning, Tourism, Travel

In the hospitality industry there are three major needs for study of a foreign language: (1) the need to communicate with non-English speaking employees, (2) the need to assist foreign travelers; and (3) the need to work in a non-English speaking country. The strength of the need to know a foreign language depends on the employee's level within the organization and the reason for using the language. There is a limited need for foreign language skills in the food service industry. In the lodging industry, the need for foreign language skills resides mostly with "front-desk" employees and less at upper levels, except in foreign countries. Travel and tourism administration is the area to benefit most from improved foreign language skills in the United States, and while the demand for foreign language skills is great, the supply is poor. If a language requirement is re-instituted in American higher education, the institution must be willing to ensure that what students learn will be useful in the students' chosen careers, and the programs must be motivating. A matrix of needed language proficiency levels correlated with occupational group, level in the organization, and specific job tasks in the hospitality industry has been developed as a guide for program development in four-year hospitality degree programs, and further research on the need for language skills in the industry is recommended. (MSE)

ED 253 069 FL 014 750

Gonzalez, Juan

Language Processing and Bilingualism.

Pub Date—[84]

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingualism, \*Code Switching (Language), \*Interference (Language), \*Lan-

guage Processing, Language Research, \*Linguistic Theory, Literature Reviews, Neurolinguistics, \*Neurological Organization

Three aspects of language behavior—linguistic independence, linguistic interference, and code-switching, are an integral part of the language processing experiences of the bilingual person. Complex cerebral mechanisms function in a coordinated effort to analyze and synthesize the various components of linguistic codes, store them in semantic representations in one memory, and reproduce them in the language in which the bilingual speaker is expected to communicate in a given situation or context. Aware that they communicate in a sociocultural environment, speakers interact with members of social groups representing two different languages and realize that their linguistic codes are influenced by and permeated with sociocultural elements unique to each language. This is the reality for bilingual persons as they learn to live in and adapt to the changing circumstances of a bilingual bicultural society. (Author/MSE)

ED 253 070 FL 014 781

Guida Didattica per l'insegnamento della Matematica. Livelli G, H—Mathematics Curriculum Guide for Italian-Speaking Students, Levels G and H. Working Draft.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—78

Note—153p.

Language—Italian

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Bilingual Education, Curriculum Guides, \*Educational Objectives, Elementary Education, Elementary School Mathematics, Geometry, Italian, Americans, Limited English Speaking, \*Mathematical Concepts, \*Mathematics Instruction, Measurement Techniques, Number Systems, Worksheets

Identifiers—\*Italian Speaking

The curriculum guide is for levels G and H of the mathematics segment of Chicago's bilingual education program for limited-English-speaking native Italian-speaking students. It includes specific instructional objectives and worksheets for teaching the mathematical concepts of place value, whole numbers, rational numbers, measurement, geometry, and includes a section on solving mathematical problems at each of the two levels. A 10-item bibliography and glossary are appended. (MSE)

ED 253 071 FL 014 790

Mainous, Bruce H. And Others

Spanish for Agricultural Purposes: The Video Episodes.

Illinois Univ., Urbana. Language Learning Lab.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Grant—G00-81-02568

Note—171p; For related documents, see FL 014 791-792. This video component can be used independently or with other modes. Audio Tapes accompanying this series—Set A: 30 5-inch reels; Set B: 14 60-minute and 16 90-minute cassettes, single track. Video Cassettes—Set A: 4 60-minute Umatic; Set B: 4 VHS; Set C: 4 Beta I.

Available from—Language Learning Lab, Univ. of Illinois, G70 Foreign Languages Bldg., 707 S. Mathews, Urbana, IL 61801 (Audio Manual, \$5.50; Basic Manual, \$27.00; Video Manual, \$8.50; Audio Tapes: Sets A & B, \$135.00 each; Video Cassettes, Set A, \$190.00, Sets B & C, \$125.00 each).

Pub Type—Guides—Classroom—Teacher (052)—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agriculture, Business Administration, \*Business Communication, Dialogs (Language), Instructional Materials, Interpersonal Communication, Laboratory Procedures, Labor Relations, \*Languages for Special Purposes, Second Language Instruction, \*Spanish, \*Technical Assistance, Videotape Recordings

The transcripts of dialogues from videotape recordings were developed, along with accompanying language laboratory material, as part of a one-semester course in Spanish for North American agriculture specialists preparing to work in Latin America. Included are 48 episodes covering such topics as working with a local Spanish-speaking counterpart, government liaison, landowner, or local teacher; making introductions; formal and infor-

mal discussions of matters relating to the work force, project elements and details, work to be done, reports, assistance needed, funding, survey results and revisions, personnel needs and roles, site visits, and crop insurance; checking with colleagues and assistant personnel on the status of work and reports; and a variety of related business and technical matters, including the historical context of sugar cane cultivation, facilitating cooperation, soil analysis, presenting and accepting criticism of a report, dealing with equipment delays, insect infestation, night classes, project termination, cooperatives and subsistence farming, provision of extension services, mixed corn and soybean production, introducing a new corn variety, extending credit, female farm management, a model dairy cooperative, crop rotation, problems of cooperative non-membership, fruit production for crop diversification, and sponsorship of improved horticultural techniques. A brief English synopsis is given of each lesson, and each lesson includes a dialogue, vocabulary list, and a key to errors in the preceding dialogue. (MSE)

ED 253 072 FL 014 791

Mainous, Bruce H. And Others

Spanish for Agricultural Purposes: The Basic Manual.

Illinois Univ., Urbana. Language Learning Lab. Spons Agency—Department of Education, Washington, DC.

Pub Date—84

Grant—G00-81-02568

Note—680p; For related documents, see FL 014 790-792. Audio Tapes accompanying this series—Set A: 30 5-inch reels; Set B: 14 60-minute and 16 90-minute cassettes, single track. Video Cassettes—Set A: 4 60-minute Umatic; Set B: 4 VHS; Set C: 4 Beta I.

Available from—Language Learning Lab, Univ. of Illinois, G70 Foreign Languages Bldg., 707 S. Mathews, Urbana, IL 61801 (Audio Manual, \$5.50; Basic Manual, \$27.00; Video Manual, \$8.50; Audio Tapes: Sets A & B, \$135.00 each; Video Cassettes, Set A, \$190.00, Sets B & C, \$125.00 each).

Pub Type—Guides—Classroom—Teacher (052)—Guides—Classroom—Learner (051)

EDRS Price—MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agriculture, Business Administration, \*Business Communication, Dialogs (Language), Instructional Materials, Interpersonal Communication, Laboratory Procedures, \*Labor Relations, \*Languages for Special Purposes, Second Language Instruction, \*Spanish, Teaching Guides, Technical Assistance, Tests

This manual, part of a one-semester course for North American agriculture specialists preparing to work in Latin America, is built around specimens of agricultural writing in Spanish. The manual contains 12 lessons on general agriculture, sugar production, grain production, geography, forestry, animal husbandry, soy bean production, agricultural economics, poultry production, pork production, and other food crops. Each lesson consists of several readings, questions based on the readings, lexical exercises for vocabulary expansion, multiple choice and completion exercises, a dialogue, and exercises using idioms. Two tests, a grammar review, and a Spanish-English glossary are also provided. Audio cassettes (not included) reproduce in sound this basic manual. (MSE)

ED 253 073 FL 014 792

Mainous, Bruce H. And Others

Spanish for Agricultural Purposes: The Audio Program.

Illinois Univ., Urbana. Language Learning Lab.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Grant—G00-81-02568

Note—77p; For related documents, see FL 014 790-791. Audio Tapes accompanying this series—Set A: 30 5-inch reels; Set B: 14 60-minute and 16 90-minute cassettes, single track. Video Cassettes—Set A: 4 60-minute Umatic; Set B: 4 VHS; Set C: 4 Beta I.

Available from—Language Learning Lab, Univ. of Illinois, G70 Foreign Languages Bldg., 707 S. Mathews, Urbana, IL 61801 (Audio Manual, \$5.50; Basic Manual, \$27.00; Video Manual, \$8.50; Audio Tapes: Sets A & B, \$135.00 each; Video Cassettes, Set A, \$190.00, Sets B & C, \$125.00 each).

Pub Type—Guides—Classroom—Teacher (052)—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Agriculture, Audiotape Recordings, Business Administration, \*Business Communication, Class Activities, Classroom Techniques, Dialogs (Language), Instructional Materials, Interpersonal Communication, Laboratory Procedures, Labor Relations, \*Languages for Special Purposes, Pattern Drills (Language), Second Language Instruction, \*Spanish, Technical Assistance

The manual is meant to accompany and supplement the basic manual and to serve as support to the audio component of "Spanish for Agricultural Purposes," a one-semester course for North American agriculture specialists preparing to work in Latin America, consists of exercises to supplement readings presented in the course's basic manual and to accompany a set of cassette tapes. Twelve lessons cover general agriculture, sugar production, grain production, geography, forestry, animal husbandry, soy bean production, agricultural economics, poultry production, pork production, and other food crops. Each lesson contains repetition exercises for fluency with simple complete sentences, verb manipulation exercises, question-answer exercises requiring an affirmative and a negative answer, substitution exercises, repetition and substitution exercises of notional content addressing basic needs, and dictation. The exercises are cued for independent study. (MSE)

ED 253 074 FL 014 794

Li, Chen-ching

The Impact of Cultural Differences on Teaching Chinese as a Second Language.

Pub Date—Nov 84

Note—21p; Paper presented at the Annual Meeting of the Chinese Language Teaching Association/American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984). Sections of the document may be marginally reproducible because of light type.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Chinese, Classroom Techniques, \*Cultural Differences, Cultural Education, \*Culture Conflict, Foreign Countries, Foreign Students, Learning Problems, Mandarin Chinese, \*Second Language Instruction, \*Second Language Learning

Identifiers—Taiwan

Some means of attaining an optimal strategy of teaching Chinese as a second language through pragmatic, communicative orientations in which culture plays an essential role are outlined, based on learning theories and evidence of the role of cultural differences in facilitating or obstructing second language learning. Studies of the significance of culture in shaping personality are reviewed, and it is concluded that culture learning has to do with the shaping of an agreeable, understanding personality needed for efficient learning of a foreign language. The need for affective behavior on the part of the foreign language teacher, and the need to reconcile cultural differences for learning Chinese as a second language, are emphasized and illustrated. It is proposed that teacher training, material adaptation and development, development of empathy for culture conflict in students, and efforts at student orientation and counseling all play a significant part in developing teacher awareness of methods and strategies for teaching students of diverse linguistic and cultural backgrounds. A program at the Mandarin Training Center of Taiwan Normal University consisting of workshops and seminars by scholars from different disciplines and research projects focusing on these issues is discussed, and some anecdotal evidence of the success of this approach is given. (MSE)

ED 253 075 FL 014 795

Pérez, Roberto

The Oral Proficiency Interview and the Junior Year Abroad: Some Unexpected Results.

Pub Date—84

Note—13p; Paper presented at the Annual North-east Conference on the Teaching of Foreign Languages (New York, NY, April 12-15, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, College Seniors, Comparative Analysis, Curriculum Development, Error Patterns, \*Grammar, Higher Education, Interviews, \*Language Proficiency, Language Tests, \*Oral Language, Outcomes of

Education, \*Second Language Learning, Spanish, \*Study Abroad, \*Writing Skills

Identifiers—Course Development, Middlebury College VT

It was found that the seemingly greatly increased oral fluency of Middlebury College seniors who had studied in college-sponsored junior year abroad programs did not carry over to written skills or to comprehensive grammatical knowledge. In the oral proficiency interview for Spanish, many returning students had no control of the subjunctive, a key to attaining successive proficiency levels, and had developed elaborate strategies for avoiding using those constructions. The foreign experience, rather than promoting true language proficiency, was found to be manufacturing "terminal 2+," students, or extensively trained street speakers of the language. Precautions taken at Middlebury to avoid this situation in the future include redesigning Spanish courses taught beyond the normal language sequence at the undergraduate level, both at home and in the foreign country, to include more work in the subjunctive and other structures of similar difficulty. Increased writing assignments in the grammar course and all other courses while abroad are also recommended. (MSE)

ED 253 076 FL 014 796

Zdenek, Joseph W.

Teaching Foreign Languages to the Older Learner.

Pub Date—Dec 84

Note—13p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Learning, Classroom Communication, \*Classroom Techniques, Course Content, Course Descriptions, \*Curriculum Development, Introductory Courses, Mini-courses, \*Older Adults, \*Second Language Instruction, Spanish, Student Characteristics, Student Motivation, \*Student Needs, Time Factors (Learning), Travel

Identifiers—\*Elderhostels, Winthrop College SC

A one-week, five-hour course in survival Spanish taught at an Elderhostel at Winthrop College included in its content the process of introductions and courtesy expressions, numbers and counting, telling time, days of the week, months, seasons, colors, cognates for describing people, talking about jobs and hobbies, verb forms for questions and answers, selected phrases for arriving in a Spanish-speaking country and traveling there, and suggestions for continuing the language learning process. All instruction was done in Spanish, with little emphasis on points of grammar. Student motivation was high, but limited contact and study time had to be considered in the learning process. Adult student characteristics that differ from those of traditional students and affected teaching techniques included a preference for handouts, hesitation to speak in class, concern more for correctness than communication, and hearing and vision problems. A review of recent literature on teaching and learning strategies of older adults is recommended, including research on differential communication and learning motivations, reduction of course content, change in the balance of grammar and vocabulary in instructional materials, and native reactions to language errors. (MSE)

ED 253 077 FL 014 797

Valdman, Albert

Classroom FL Instruction and Syllabus Design.

Pub Date—[85]

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Techniques, \*Communicative Competence (Languages), \*Curriculum Design, Curriculum Development, Educational Objectives, Learning Theories, \*Second Language Instruction, \*Speech Skills

The central objective of language classroom instruction is learning to speak, and while the use of language for communication has a place in the classroom, it must be taught alongside other activities for which language is used. To achieve a significant level of speaking success in the classroom, the traditional syllabus must be replaced with one more compatible with the use of language for communication, but not to the exclusion of grammatical instruction.

This kind of syllabus should be essentially notional and based on an inventory of semantic concepts (time, quantification, possession, modality) rather than, as traditionally, in terms of surface linguistic features. Implementation of this syllabus faces three major problems: the unavailability of notionally based grammars, the mismatch between most grammatical descriptions and the target language vernacular, and the difficulty of tapping the learners' internalized grammar. Both the more conservative norms for relatively error-free, well-formed speech and vernacular features must be included in the syllabus in the interest of communicative success and ultimate achievement of learning. (MSE)

ED 253 078 FL 014 798

Dalley, Stephanie

Foreign Language Training Through International Media. Final Performance Report.

Howard Univ., Washington, DC. Dept. of Romance Languages.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—[84]

Grant—G00-82-01559

Note—81p; For a related document, see FL 014 799.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*African Culture, Audiovisual Aids, Black Colleges, Cultural Education, Foreign Countries, \*French, Higher Education, \*Instructional Materials, \*Material Development, \*Second Language Instruction, Television, \*Videotape Recordings

Identifiers—Cameroon, Gabon, Howard University DC, Ivory Coast

A federally-funded project had as its goal the development of six videotaped instructional modules and a teacher's guide to be used in college French classes, especially in black colleges and universities. The core material consisted of television programs from French-speaking Gabon, Cameroon, and the Ivory Coast. Initially, 45 Howard University faculty and students were surveyed to determine their interest in such a series and their opinions of the form it should take. Late arrival of the television programs and the editing process delayed the project's progress. The results exceeded the initial grant requirements by including seven videotapes instead of six, ranging from 27 to 37 minutes each. The teacher's guide (not included in this document) is a 200-page student/teacher guide with reproducible pages. The project report includes an executive project summary, notes on the project implementation, and appendices consisting of the sequence of project activities, summaries of student group and faculty evaluations of the videotapes, a list of the television programs received, and an overview of the videotapes and guide excerpted from the teacher's guide. (MSE)

ED 253 079 FL 014 799

Dalley, Stephanie

Images d'Afrique (Images of Africa). Teacher's Guide.

Howard Univ., Washington, DC. Dept. of Romance Languages.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—84

Grant—G00-82-01559

Note—204p; For a related document, see FL 014 798.

Language—English; French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*African Culture, Black Colleges, \*Class Activities, Classroom Techniques, Educational Objectives, Foreign Countries, \*French, Higher Education, \*Second Language Instruction, Teaching Guides, \*Television, \*Videotape Recordings, Vocabulary Development

Identifiers—Cameroon, Gabon, Ivory Coast

The teacher's guide to a series of seven videotape recordings based on television programs of three African countries, Gabon, Cameroon, and the Ivory Coast, is for use in intermediate to advanced college level French courses. Its objectives are to: improve students' vocabulary, listening comprehension, and speaking skills; acquaint students with the culture of selected French-speaking African nations; accustom them to the variety of French accents heard in francophone Africa; and introduce an innovative use of video into the language-learning classroom. Three instructional units contain a total of seven



modules, each consisting of a half-hour videotape and accompanying print materials from the teacher's guide. The first unit focuses on a dramatic serial from Gabon, in four parts, the second depicts a play set in Cameroon, in two modules, and the third unit focuses on a talk show and commercials from the Ivory Coast. In the teacher's guide, the videotapes are described and a chapter is devoted to each of the modules. Included in each chapter are: (1) a statement of objectives; (2) synopsis of the story; (3) cultural notes; (4) student materials consisting of pre-screening study sheets for vocabulary and cultural references, post-viewing exercises for comprehension, vocabulary, and oral and written situation topics, and quizzes; and (5) appendices containing answer keys and transcriptions. Suggestions for teacher use of the guide, lesson presentation, and activities are also included. (MSE)

ED 253 080

FL 014 800

*Benevento, Jacqueline*  
**Choosing and Using Textbooks.**  
 Pub Date—Nov 84

Note—16p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Dialogs (Language), \*Evaluation Criteria, Grammar, Illustrations, \*Media Selection, Oral Language, Secondary Education, \*Second Language Instruction, Textbook Content, \*Textbook Evaluation, Textbook Preparation, \*Textbooks, Written Language

This paper discusses criteria for evaluating foreign language textbooks. First, common textbook dislikes, concerning both content and format, are outlined. Then three desirable characteristics—authenticity, communication, and integration—are discussed at length, divided into subcriteria, and arranged as a rating scale for textbook evaluation. Criteria for text authenticity include the presence of authentic spoken and written language samples, a wide range of cultural topics, typical cultural situations, global awareness potential, and illustrations of target language and culture. Criteria for judging the communication aspect of the book include a balance of practice in all four language skills (listening, speaking, reading, and writing), emphasis on the use of language in realistic situations, limited grammar and vocabulary, language practice exercises that are situational and items that are contextual, a range of meaningful activities, and open-ended questions. Criteria marking integration include clear indications of the relationship between language and culture, built-in communicative activities, systematic treatment of culture and communication as well as language, and the assigning of equal weight to language, culture, and communication. A rating scale for evaluating the materials' global potential for developing student skills and attitudes is also included. (MSE)

ED 253 081

FL 014 801

*Olson, David R. Torrance, Nancy*  
**Language, Literacy and Mental States.**  
 Ontario Inst. for Studies in Education, Toronto.  
 Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario); Spencer Foundation, Chicago, Ill.

Pub Date—85

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Language, Cognitive Processes, \*Language Acquisition, \*Language Processing, \*Metacognition, Reading Skills, \*Semantics, Verbs

Identifiers—\*Metalinguistic Awareness

An investigation of children's metalinguistic and metacognitive competencies examined children's sensitivity to the verbs of cognition in two related studies using a task designed to measure mastery of verbs of saying and meaning. In the task the children hear six short stories, each ending with a statement containing one of the verbs "think," "know," or "pretend" followed by a plausible complement (e.g., "You think that your book is lost"). The children are asked after each story to judge the truth of the complement and justify the answer. The first study involved 72 children from grades 1 through 4 with normal intelligence and reading achievement, graded good, average, or poor by their teachers. A

second study used more precise measures of reading skill and groups from grades 1 and 3 only. It was found that while knowledge of the cognitive verbs did not relate directly to reading skill, there was a relationship between reading skill and the tendency to justify answers by appealing to the text, which increased with grade level. It is suggested that this indicates the child is beginning to differentiate his interpretation of the text from what the text actually says and to justify the former on the basis of the latter. This demonstrates the metalinguistic skill of understanding the surface structure of language (what is said) and its interpretation (what is meant), are basic to acquisition of theoretical knowledge about the world and to entertaining complex mental states. (MSE)

ED 253 082

FL 014 802

*Sanchez, James Joseph, Comp.*

**Bibliography of Universally Available Curriculum Materials for Eastern European Languages: Bulgarian, Byelorussian, Czech, Slovak and Ukrainian Languages.** Occasional Publication 6.

Tucson Applied Linguistics Group, AZ.

Pub Date—Jan 85

Note—15p.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Byelorussian, Bulgarian, Czech, Foreign Countries, \*Instructional Materials, \*Publications, Publishing Industry, \*Second Language Instruction, \*Slavic Languages, Ukrainian, \*Uncommonly Taught Languages

Identifiers—\*Slovak

This annotated bibliography of 32 universally available curriculum materials in five uncommonly taught languages of Eastern Europe and the western Soviet Union is intended to increase awareness of these materials. The publications cited are available in the National Technical Information Service (NTIS) and/or Educational Resources Information Center (ERIC) collections in the United States. Because of especially limited availability, very few items are included for Byelorussian, Slovak, and Ukrainian. The introduction notes a pattern in the production of materials in these languages that indicates they are produced only some time after the requirement for the language becomes very clear, and the production of Czech language materials, the only ones for which there is a time-series of publishing over a period of years, is charted as an illustration. The documents are listed alphabetically by author, and are indexed by language and type. (MSE)

ED 253 083

FL 014 803

*Sanchez, James Joseph, Comp.*

**A Preliminary, Partially Annotated Bibliography of Materials for the Turkman Language.**

Tucson Applied Linguistics Group, AZ.

Pub Date—Jan 85

Note—11p.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*Dictionaries, \*Instructional Materials, \*Morphology (Languages), \*Phonology, Second Language Instruction, \*Turkic Languages, Uncommonly Taught Languages

Identifiers—\*Turkman

This annotated bibliography of 29 documents on the Turkman language includes phonologies, morphologies, dictionaries, and bibliographies in English, French, German, Russian, and Turkman, and is intended to increase documentation of scholarly research on the Turkman language. Some citations are for very rare books, and three important Turkman manuals included in the bibliography have never been completed. Issues in the location and citation of materials on this language are discussed in an introductory section. (MSE)

ED 253 084

FL 014 804

*Olanes, Fe T., Ed. Hale, Austin, Ed.*

**Studies in Philippine Linguistics, Volume 5, Number 1.**

Linguistic Society of the Philippines, Manila; Summer Inst. of Linguistics, Manila (Philippines).

Pub Date—84

Note—202p; Papers written at a Research Conference of the Summer Institute of Linguistics (Bu-

kidnon, Philippines, 1982).

Pub Type—Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Applied Linguistics, \*Discourse Analysis, \*Expressive Language, \*Grammar, \*Indonesian Languages, \*Linguistics, Tenses (Grammar), Verbs

Identifiers—Kadazan, \*Philippines, Sangire, Subanen, Tatana, Tiruray

A collection of seven papers developed for the 1982 Summer Institute of Linguistics of the Linguistic Society of the Philippines address aspects of the institute's research topic, the interface of the morphosyntax and discourse structure in languages of the Philippines and Sabah. They include three papers on general concerns of discourse types in a given language and four concerning hortatory discourse. They are: "Verb Tense/Aspect in Tatana Discourse" (Inka Pekkanen); "Eliminating the Hocus-Focus of Focus in Sangire" (Arthur Lightbody); "Intersecting Functions of Topic Markers in Sindangan Subanen" (Felicia Brichoux); "Mitigation in a Tiruray Sermon" (Steve Doty); "Hortatory Strategy in Subanon II" (Robert Brichoux); "Do As I Say: A Study of Selected Features of Hortatory Discourse in Eastern Kadazan" (Hope M. Hurlbut); and "Hortatory Mitigation: The Case of the Camouflaged Backbone" (Ross Errington). (MSE)

ED 253 085

FL 014 807

*Burnaby, Barbara J.***Aboriginal Languages in Ontario.**

Ontario Dept. of Education, Toronto; Ontario

Ministry of Citizenship and Culture, Toronto.

Report No.—ISBN-0-7743-9866-3

Pub Date—84

Note—71p.

Available from—Publication Centre, 880 Bay St., 5th Floor, Toronto, Ontario M7A 1N8 Canada (\$5.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, American Indian Culture, \*American Indian Languages, \*Canada Natives, Foreign Countries, \*Language Maintenance, \*Language Planning, \*Language Role, Native Language Instruction

Identifiers—Algonquian Languages, Iroquoian Languages, \*Ontario

This report outlines the basic characteristics of native languages in Ontario, the degree to which they are being maintained, and the aspirations of native people for their future development. The report covers only the Algonquian and Iroquoian families of languages spoken in Ontario for many generations and still spoken at present, including Cree, Ojibwe, Potawatomi, Delaware, Mohawk, Oneida, Seneca, Cayuga, Onondaga, and Tuscarora. The report outlines: (1) the characteristics of the languages; (2) demographic information concerning language affiliation, numbers of speakers, patterns and geography of language switching, and Metis and non-status Indian groups; (3) literacy statistics; (4) the administration of native affairs; (5) objectives for native languages, including organizations and projects concerning the preservation and maintenance of native languages; and (6) native language development activities in and through churches and religious groups, commerce, broadcasting, the newspapers, adult education, government interpretation and translation, cultural centers, research, community language use, the use of syllabic typewriters and the provision for native language telephone services. A bibliography is included, and Native Language Advisory Committee documents and submissions to the Ontario Royal Commission on the Northern Environment are appended. (MSE)

ED 253 086

FL 014 822

*Danest, Marcel***A Guide to Puzzles and Games in Second Language****Pedagogy, Language and Literacy Series.**

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0289-X

Pub Date—85

Note—66p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M 5S1V6.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Class Activities, Classroom Techniques, Elementary Secondary Education,

\*Games, Instructional Materials, \*Media Selection, \*Puzzles, \*Second Language Instruction, Student Motivation

This guide presents, discusses and describes a selection of games and puzzles for school second language instruction. The first chapter discusses the value of these activities in language teaching, including the psychology of problem-solving, the process of motivating and involving students, three key questions to ask about games in the classroom (What constitutes their enjoyment? What role does the teacher play? What evidence exists to show they are effective?), and literature on using them. Subsequent chapters outline the characteristics of puzzles and games in terms of three general language instruction objectives: knowledge of specifics, knowledge of entire messages, and development of communication skills. The activities listed include discrete-point puzzles (scrambled letters and words, crosswords, word searches, word tic-tac-toe, word mazes, match-ups, cryptograms, associations, word-wheels, and visual puzzles), global puzzles (riddles, word tricks, logic problems, and mathematical puzzles), and interactional games (games and classroom communication, games based on discrete-point/global puzzles, well-known games, and teacher-made games of any type). A list of references is also included. (MSE)

ED 253 087 FL 014 827

Flemming, Donald N.

English as a Second Language in Northern New England: The State of the Art, 1984.

Pub Date—84

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, \*Agency Role, Certification, Educational Demand, \*Educational Supply, \*Elementary Secondary Education, \*English (Second Language), \*Higher Education, Organizations (Groups), Public Agencies, \*Second Language Instruction, State Boards of Education, Teacher Education

Identifiers—Maine, \*New England, New Hampshire, Vermont

This state of the art report on instruction in English as a second language (ESL) in the states of Maine, New Hampshire, and Vermont in 1984 covers all educational levels but does not address funding or related political issues. The study was conducted by direct contacts with 150 individuals in the field. An introductory section discusses the study's goals, methodology, and scope, and subsequent chapters outline current activities in and in support of ESL instruction in the public schools, adult education, and higher education, the role of state and private agencies, ESL teacher training efforts both in higher education and through state and other agencies, certification in ESL, and support networking and consultation. Within each chapter, ESL efforts are presented separately for each of the three states. Appendices contain data on enrollment and staff levels at each ESL instruction site in the public schools and in adult education, lists of contact persons, and a brief list of resources. (MSE)

ED 253 088 FL 014 830

Fortin, Normand

Teaching in a Language Other Than English: The Immersion Approach.

Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—83

Note—102p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Classroom Techniques, \*Course Organization, Curriculum Guides, \*Educational Objectives, \*Educational Resources, Elementary Secondary Education, Foreign Countries, \*Immersion Programs, Learning Disabilities, Program Descriptions, Program Development, Screening Tests, \*Second Language Instruction, Teaching Methods

Identifiers—Alberta

A handbook for teachers and administrators of second language programs in Alberta's schools suggests principles and guidelines for planning, developing, implementing, and evaluating full or partial immersion programs, focusing on the framework for program planning and implementation, information for developing realistic program expectations, and the availability of support services. Part I discusses the history, program types, and issues in second language instruction. Part II outlines principles and

procedures of the immersion approach, addressing instructional issues such as critical thinking skills, the active listener, oral feedback, reading and writing in immersion, planning appropriate learning activities, grouping for learning, related school or community activities, and the late immersion approach. Part III examines the process of implementing an immersion program: establishing need, surveying the community, choosing a location, finances, administrative and teacher responsibilities, program maintenance, support staff and services, curriculum guides and supplementary resources, provincial input, student placement and testing, and resource rooms. A bibliography and appendices containing 1981-82 enrollment figures, the 1980 Alberta School Act, recommended subject-time allocations, the stated goals of basic education for Alberta, suggested diagnostic instruments for the learning and learning-disabled, and a list of resource persons and services are included. (MSE)

ED 253 089 FL 014 831

Bermudez, Andrea

Developing a Model for Cultural Proficiency in the ESL Classroom.

Pub Date—83

Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Detroit, MI, November 16-21, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Communication Skills, \*Cultural Awareness, \*Cultural Education, \*English (Second Language), \*Learning Processes, Models, \*Second Language Instruction, Skill Development

A theoretical model of cultural acquisition, the cultural proficiency model, is based on the premise that culture is learned, and can and should be learned in the language classroom. The model can be represented as a spiral continuum of awareness and behaviors; it is based on the premise that there can be no functional use of the second language without adequate manipulation of cultural skills. Particular functional skills to be addressed in the classroom of English as a second language (ESL) derived from this model are designated, and possible means of integrating cultural acquisition in the language classroom are discussed. Finally, skills needed to communicate effectively, as perceived by a small ( $n=36$ ) random sample of bilingual and monolingual English speakers, are presented and ranked. It is concluded from the functional skills survey that a hierarchy of cultural and linguistic skills affecting communicative performance and classroom success, indicative of the urgency of acquisition of those skills and not of their natural order, may exist. The skills or factors found to influence effective communication include synthesis, an appropriate topic of conversation, proper grammar, eye contact, proper pronunciation, timing, physical distance, and hand gestures, in that descending order. The skills seen as influencing classroom success include planning, following directions, efficiency, inquiry, attention to detail, assertiveness, punctuality, and competition, in that descending order. (MSE)

ED 253 090 FL 014 832

Fairchild, Sharon L.

The Business Alcove: Library Resources for Students of Commercial French.

Pub Date—[85]

Note—19p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, \*Business Administration, \*Business Communication, \*French, Higher Education, Information Needs, Information Seeking, \*Languages for Special Purposes, Library Collections, Second Language Instruction, \*Student Projects

Two assignments used in a commercial French course are modeled after case studies often required in business courses. They serve three functions for commercial French students: (1) to increase awareness of foreign investments and business in the United States as well as American business activities abroad, (2) to give students valuable experience in locating information on international corporations, and (3) to expose students to basic business practices. In both assignments students are required to use reference works available in the business section of most libraries. The first assignment, designed

to familiarize students with the library's business section and its resources, is to list five French corporations in the same industry in the United States and five American companies in the same industry with operations, subsidiaries, or branches in France, together with information about their addresses and products. The second assignment is to find as much information as possible on a single corporation doing business in France, or a French company doing business in the United States, in any industry. The practical information gained from these assignments has been found to be an asset for non-business majors who are the majority of commercial language students. The resources used by the students contain information not only on the companies but also on aspects of the industry and its trade and on current policies and developments. (MSE)

ED 253 091 FL 014 833

Clark, Beatrice Stith

Learning to Teach the Cultures of Developing Nations in the Foreign Language and Literature Classroom.

Hampton Univ., VA.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—[85]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*African Culture, Audiovisual Aids, \*Black Culture, \*Cultural Awareness, Cultural Education, Cultural Pluralism, \*Developing Nations, French, Immigrants, Learning Modules, \*Material Development, \*Second Language Instruction, Slides, Spanish

Identifiers—Caribbean Islands, French Africa, Latin America

Projects were undertaken at the Hampton Institute, with support from the National Endowment for the Humanities, to develop and test French and Spanish second language instructional materials from Afro-French and Afro-Hispanic Third World countries. The project was based on the premise that such materials would help Black college students develop an affinity for cultural and linguistic linkages with peoples in the African diaspora, which would enhance the value and relevance of their foreign language study. This hypothesis is supported by research on cultural attitudes. A series of learning modules and accompanying slides on the cultures of Black French Africa, the French Caribbean, and areas of South and Central America where there are Spanish-speaking peoples of African descent were developed. It is suggested that such materials promote not only global understanding and appreciation but also appreciation of some recent immigrants to this country. (MSE)

ED 253 092 FL 014 834

Bancroft, W. Jane

Three Methods for Language Acquisition: Total Physical Response; the Tomatis Program; Suggestopedia.

Pub Date—Nov 84

Note—22p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Comparative Analysis, \*Learning Processes, \*Second Language Instruction, Second Language Learning, \*Suggestopedia, \*Teaching Methods

Identifiers—\*Tomatis Method, \*Total Physical Response

Total Physical Response is a strategy for learning second languages developed by James J. Asher. The Tomatis program, developed in France by Alfred Tomatis, is a method for treating dyslexia and communication problems and is also used for teaching basic elements of foreign languages. Suggestopedia is a psychotherapeutic system based on yogic techniques of physical and mental relaxation, created in Bulgaria by Georgi Lozanov. Suggestopedia is the application of suggestology to education, and specifically to foreign language instruction. Although seemingly different, the three methods have important elements in common: (1) they are based on the way children learn their native language, that is, by acquiring listening comprehension before speaking, reading, and writing skills. (2) They share the premise that learning a second language should be a "nat-

ural" experience with emphasis on communicative competence and realistic utterances. (3) They perceive language globally, with attention to detail emphasized later in the learning process. (4) They emphasize use of the brain's right hemisphere, for implicit learning. (MSE)

ED 253 093

FL 014 835

McFerren, Margaret

Morocco: Country Status Report.

Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Spons Agency—Foreign Service (Dept. of State),

Washington, D.C. Foreign Service Inst.

Pub Date—Dec 84

Contract—1735-Y07075

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, African Languages,

\*Arabic, Armed Forces, \*Berber Languages, Bi-

lingualism, Elementary Secondary Education,

Foreign Countries, \*French, Government (Ad-

ministrative Body), Higher Education, Industry,

Language Maintenance, Language of Instruction,

\*Language Role, \*Language Standardization,

\*Language Usage, Mass Media, Monolingualism,

Multilingualism, Official Languages, Public Pol-

icy, Social Change

Identifiers—Morocco

A survey of the status of language usage in Morocco begins with an overview of the distribution and usage of Arabic, the official language, the Berber dialects, and French, an unofficial second language. The continuing high status and widespread use of French despite arabization efforts is discussed. A matrix follows that rates these languages and vernaculars on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in teaching English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 253 094

FL 014 836

McFerren, Margaret

Ghana: Country Status Report (Revision).

Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Spons Agency—Foreign Service (Dept. of State),

Washington, D.C. Foreign Service Inst.

Pub Date—Dec 84

Contract—1735-407075

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*African Lan-

guages, \*Akan, Armed Forces, Bilingualism, El-

ementary Secondary Education, \*English, Ewe,

Ga, Government (Administrative Body), Higher

Education, Industry, Language Maintenance,

Language of Instruction, \*Language Role, \*Lang-

uage Standardization, \*Language Usage, Mass

Media, Monolingualism, Multilingualism, Official

Languages, Public Policy

Identifiers—Adamme, Dagaari, Dagbani, \*Ghana,

Nzema

A survey of the status of language usage in Ghana begins with an overview of the distribution and usage of English, as the sole official language, and of the local languages Akan, Ewe, Adamme, Dagbani, Nzema, Ga, Dagaari, and Hausa. A matrix follows that rates these languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press,

radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language teaching. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 253 095

FL 014 837

McFerren, Margaret

Ethiopia: Country Status Report (Revision).

Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Spons Agency—Foreign Service (Dept. of State),

Washington, D.C. Foreign Service Inst.

Pub Date—Dec 84

Contract—1735-4070705

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*African Lan-

guages, \*Amharic, Armed Forces, Bilingualism,

Elementary Secondary Education, \*English, For-

eign Countries, Government (Administrative

Body), Higher Education, Industry, Language

Maintenance, Language of Instruction, \*Lang-

uage Role, \*Language Standardization, \*Lang-

uage Usage, Mass Media, Monolingualism,

Multilingualism, Official Languages, Public Pol-

icy, Somali

Identifiers—\*Ethiopia, Hadiyya, Oromo, Sidamo,

Tigrinya, Wolayto

A survey of the status of language usage in Ethiopia begins with an overview of the distribution of Amharic, the sole official language and medium of elementary instruction, and Tigrinya, Oromo, Wolayto, Somali, Sidamo, Hadiyya, and English, the medium of secondary and higher education instruction. The relationship of language usage patterns to educational reform and political issues is briefly discussed. A matrix follows that rates these languages and vernaculars on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language teaching. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 253 096

FL 014 838

McFerren, Margaret

Arabization in the Maghreb: Special Report.

Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Spons Agency—Foreign Service (Dept. of State),

Washington, D.C. Foreign Service Inst.

Pub Date—Dec 84

Contract—1735-407075

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*African History, \*Arabic, Develop-

ing Nations, Educational Policy, Elementary Sec-

ondary Education, \*French, Government

(Administrative Body), \*Language Planning,

\*Language Standardization, Language Usage,

Mass Media, Political Influences, Public Policy,

\*Social Change, Trend Analysis

Identifiers—Algeria, \*Maghreb Countries, Mo-

rocco, Tunisia

The Arabization process in the Maghreb countries—Morocco, Algeria, and Tunisia—is unique in that these countries are officially committed to the use of Modern Standard Arabic (MSA) while widespread use of French, a colonial language, persists, and the formal Arabic used in Arabization differs from the colloquial forms used in each coun-

try. The language planning of this process takes two forms: corpus Arabization and status Arabization. The process began after the countries' independence from France. Impediments to Arabization included a lack of native speakers of MSA, problems in introducing the language in elementary education, lack of support from the elite, and in Algeria, the rise of the movement known as "Berberism." However, progress has been made at all educational levels, in administration, and in the media. Since the late 1970s, there has been renewed vigor in all three countries' Arabization campaigns because of the general shift in language usage and changing attitudes due to partial Arabization. The political influence of the Islamic revival in the Middle East and the influx of Arab monies into the Maghreb from the Gulf countries have also been instrumental in promoting Arabization. A gradual process of change is predicted, but the most important requirement for success, acquaintance with MSA, has already been met. (MSE)

ED 253 097

FL 014 839

Smith, Carlos S. van Kleeck, Anne

Linguistic Complexity and Performance.

Pub Date—84

Note—37p.; Paper presented at the Annual Boston University Conference on Language Development (Boston, MA, October 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Language, \*Difficulty Level,

\*Language Acquisition, \*Language Processing,

\*Language Proficiency, Learning Processes,

\*Sentence Structure

An experimental study investigating the interaction of linguistic complexity and performance in child language acquisition tests the hypothesis that children learning a first language acquire relatively complex sentences somewhat later than less complex sentences. In one of three tests, the subjects, 44 children aged 3.6 to 6 years, were presented with a series of structurally diverse sentences about toys within reach. The children's comprehension of the sentences was observed in their reactions as measured by their movements of the toys. The second and third tests used two imitation tasks focusing on adverbial structures, using the same toy-moving sentences, varying in length, and toy-moving sentences carefully controlled for length, to find the subjects' critical sentence length for imitation. Analysis of the various responses to sentence types and complexity in all three tests supported the "weak complexity" hypothesis and suggest that the linguistic factors affecting performance are task-dependent and deny a simple one-to-one relationship between complexity and performance. (MSE)

ED 253 098

FL 014 840

Garrett, Carl L.

The Relationship of University French Study to Ethnocentrism-Chauvinism, Social Distance and Ethnic Descriptions.

Pub Date—85

Note—119p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitude Change, College Students,

Comparative Analysis, \*Ethnic Bias, \*Ethnocen-

trism, \*French, Higher Education, Language Atti-

tudes, \*Second Language Learning, Sex

Differences, Socioeconomic Status, \*Stereotypes,

\*Student Attitudes, Student Characteristics

Identifiers—Social Distance

A study comparing the ethnic attitudes of students engaged in three levels of French language study in an anglophone university also looks at the relationship between these attitudes and gender, socioeconomic level, and course grade aspiration. Ethnic attitudes are defined as (1) descriptions of francophones; (2) social distance, or the degree of avoidance between two people in social situations; and (3) ethnocentrism-chauvinism. The subjects were 76 students at each of three levels of French instruction, with instructors from a variety of backgrounds. A number of demographic and attitude measures were used. The major findings were: (1) the two lower level classes indicated a desire for more personal contact with francophones; (2) there was decreasing ethnocentrism-chauvinism from elementary to intermediate French; (3) more positive descriptions of francophones occurred between elementary and intermediate French, but not in advanced French; (4) males experienced the most rapid decrease in social distance across all grade



expectations; (5) females had higher semantic differential scores across all levels; (6) high mean scores on the three attitude scales correlated with high socioeconomic level; (7) low grade expectations were associated with negative descriptions of francophones, greater ethnocentrism-chauvinism, and greater social distance; and (8) course grade expectations were substantially correlated with all three attitude scale results. (MSE)

ED 253 099 FL 014 841

Fish, Lisa

**Relationships among Eighth-Grade German Students' Learning Styles, Pitch Discrimination, Sound Discrimination, and Pronunciation of German Phonemes.**

Pub Date—Jun 84

Note—110p; Master's Thesis, University of Minnesota—Minneapolis.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Auditory Discrimination, \*Cognitive Style, \*Comparative Analysis, Elementary Education, \*German, Grade 8, Junior High Schools, Phonology, \*Pronunciation, \*Second Language Learning

A study of the relationships of pitch discrimination, sound discrimination, pronunciation of German phonemes, and cognitive style as factors in language learning ability had as subjects two intact eighth grade German classes with a total of 45 students. Four instruments were used to measure the four variables studied. The findings for 11 research questions suggest that students with fine musical pitch acuity should also possess a strong ability to discriminate linguistic sounds, students who depend on the written word should have a strong ability to discriminate linguistic sounds and to pronounce German phonemes correctly, and students who play musical instruments should have a strong ability to discriminate linguistic sounds. It is recommended that: (1) students who score above average on music aptitude tests should be encouraged to study foreign languages; (2) elementary and junior high school language teachers should provide activities for students to develop a visual orientation; (3) teachers should become more aware of their students' various learning styles; (4) school guidance counselors should encourage students who play musical instruments to enroll in a second language class; and (5) further research using a larger sample from a variety of school situations should be undertaken. (MSE)

ED 253 100 FL 014 842

Fadgett, Carmen H. A.

**Parent-Client Participation in the Bilingual Education Program in St. Croix, United States Virgin Islands.**

Pub Date—83

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education Programs, English, Parent Attitudes, \*Parent Participation, \*Parent School Relationship, \*Program Development, Spanish, \*Student Participation

Identifiers—\*Virgin Islands (Saint Croix)

A study of a St. Croix bilingual education program looked at parent involvement from the program's beginning to the present and at parent recommendations for more meaningful involvement. A random sample of parents representing students at all grade levels was drawn from school records. The parents were surveyed by questionnaire, and interviewed. The questionnaire asked about parent participation in the original needs analysis, knowledge of definite program aims, help in developing and setting up the program, participation in activities (trips, meetings, movies, workshops, and courses), input in the form of advice or opinion about the program, willingness to help further with the program, and comments. The scale provided for responses included these options: very much, much, some, a little, not at all, don't know, and no response. It was found that parents were not participating fully in the program; that a majority of parents had no involvement in the program's needs assessment or original planning; and that although parents had made an important contribution in other program areas, less than half of the total group had participated. It was also found that participation developed favorable attitudes toward the program and toward education in general. Increased efforts toward parent involvement are recommended, including a parent training component, home visits, a bilingual parent handbook,

information dissemination through the media, and a variety of parent-oriented activities. (MSE)

ED 253 101 FL 014 843

Lu, John H.-T.

**Intensions and Extensions of Chinese Words.**

Pub Date—Nov 84

Note—15p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Chinese, \*Linguistic Theory, \*Logic, Paradox, \*Semantics

The two logical notions of intension and extension are examined and applied to examples of Chinese words. Intension and extension are comparable to "sense" and "reference." It is found that they are not only useful in explaining certain problems concerning meaning, but also cogent in building a formal semantic structure parallel to formal syntax as represented by categorical grammar. It is suggested that some problems remain, such as the fact that these notions seem to deal only with declarative sentences. A need is seen for explanations for idiomatic usages that cannot be accounted for in terms of the Fregean principle, as well as for contextual situations turning a normal sentence into a satirical one. However, intensional grammar is seen as an important first step in its provision of a formal semantic structure. (Author/MSE)

ED 253 102 FL 014 844

De Boven, Wynn

**Language and Perception: Implications for Education.**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—9p.

Available from—Center for Educational Policy and Management Publications, College of Education, University of Oregon, Eugene, OR 97403 (\$3.35).

Journal Cit—R & D Perspectives; Win 1984

Pub Type—Information Analyses (070) - Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Educational Philosophy, \*Educational Strategies, \*English Instruction, Evaluation Methods, \*Language Arts, \*Language Role, Literature Reviews, \*Second Language Instruction, Student Evaluation

Research in the fields of education, linguistics, psychology, sociology, philosophy, politics, anthropology, rhetoric, and computer science has yielded a large body of knowledge about how language is produced and used in different types of communication, how language systems affect conceptual frameworks, and how language competence contributes to personal power, but the application of this research in education has been very limited. Language is the primary means for understanding and communicating ideas and for creating new knowledge. If schools can articulate a broad understanding of language and have teachers of all subjects guide students in organizing, synthesizing, and expressing their thoughts clearly through diverse languages, a large step will be taken toward improving students' thinking and communicating skills. A multidisciplinary approach to language effects and uses should yield greater understanding of life's choices. Class discussion provides a natural opportunity for probing the meaning of language. Through self-conscious attention to the flow of a discussion, appropriateness of questions and answers, extension and development of ideas, students learn to evaluate alternative perceptions of reality and make judgments about which perceptions are most logical and consistent. Students also need to be evaluated more frequently in ways that require language use to organize, relate, and draw conclusions from the information taught, and classes involving more written assignments and thoughtful probing of new concepts should be small. (MSE)

ED 253 103 FL 014 845

**English Teachers' Journal (Israel), Number 30.**

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.

Pub Date—Jul 84

Note—89p.

Available from—English Inspectorate, Ministry of

Education and Culture, Jerusalem, 91911 Israel. Journal Cit—English Teachers' Journal (Israel); n30 Jul 1984

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Classroom Techniques, Educational Policy, Educational Television, Elementary Secondary Education, \*English (Second Language), Foreign Countries, \*Grouping (Instructional Purposes), Heterogeneous Grouping, Individualized Instruction, Language Teachers, Literature Appreciation, Parochial Schools, Poetry, Policy Formation, \*Second Language Instruction, Surveys, Testing, Textbooks, Writing Exercises

Identifiers—\*Israel

This journal includes the following articles on teaching English as a second language: "Information for English Teachers"; "Approved Textbooks for the 1984-1985 School Year"; "Oral Bagrut Examinations—Revised Rating Scale" (Rafael Gefen); "Books for Grade Four" (Penny Ur); "Determining the Character of English-Teaching Policy in Israel Schools" (Rafael Gefen); five articles on the subject of heterogeneous classes and individualized learning, by Pinchas Bechler, Tsivia Ariel, Sheila Schoenberg, Ilana Kornbluth, Yehudit Ogorinsky, and Dolly Rosenberg; "The English Literature Programme and the Religious High School" (Yona Rubin); "Poetry as a Communicative Skill" (Miriam Shachak); "Written Reformulation as a Source of Input for Learners" (Andrew D. Cohen); "Secondary School English Teachers: A Statistical Survey" (Irene Afek); "Organizing an English Center" (Ruth Paz and Hanna Giv'on); "News from Instructional Television: New Series for Primary School" (Sionah Kronfeld, Dvora Ben-Meir, and Sheila Ben); and "The More Things Change, the More They Stay the Same" (Rikva Kressel). Letters to the editor and Hebrew synopses of the articles are also included. (MSE)

ED 253 104 FL 014 846

James, Charles J., Ed.

**Foreign Language Proficiency in the Classroom and Beyond.**

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Pub Date—85

Note—185p.

Available from—National Textbook Company, 4255 West Touhy Ave., Lincolnwood, IL 60464-1975 (#93849, \$13.25).

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Curriculum Development, Definitions, \*Language Proficiency, \*Material Development, \*Measurement Techniques, Rating Scales, \*Second Language Instruction, Student Evaluation

Identifiers—ACTFL ETS Proficiency Guidelines, \*Interagency Language Roundtable

This collection of five essays and supporting material concerning foreign language proficiency makes specific and controversial statements about what proficiency means for diverse groups of practitioners: the classroom teacher, the curriculum developer, the language-learning researcher, the textbook publisher, and the businessperson. An introductory chapter is entitled "Learning for Proficiency: The Unifying Principle" (Charles J. James), and the five essays are: "The ILR Proficiency Scale as a Synthesizing Research Principle: The View from the Mountain" (Pardee Lowe, Jr.); "Proficiency in Practice: The Foreign Language Curriculum" (Laura K. Hellenman and Isabelle Kaplan); "Materials Development for the Proficiency-Oriented Classroom" (Jeanette D. Bragg); "From Achievement toward Proficiency through Multi-Sequence Evaluation" (Sally Siefeloff Mangan); and "Proficiency Applications beyond the Academic Classroom" (Kathryn Buck and Gregory Forsythe). The American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines and the Interagency Language Roundtable (ILR) Level Definitions are appended, and person, topic, and institution citation indexes are provided. (MSE)

ED 253 105 FL 014 847

Westphal, Patricia B., Ed. And Others

**Strategies for Foreign Language Teaching: Communication, Technology, Culture. Report of the**

Central States Conference on the Teaching of Foreign Languages (Chicago, Illinois, April 26-28, 1984).

Central States Conference on the Teaching of Foreign Languages.

Pub Date—84

Note—135p.

Available from—National Textbook Company, 4255 West Touhy Ave., Lincolnwood, IL 60466-1975 (#93164, \$9.95).

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Communication, \*Classroom Techniques, Computer Assisted Instruction, Cultural Education, \*Curriculum Development, \*Educational Strategies, \*Educational Technology, Educational Television, Elementary Secondary Education, FLES, Foreign Countries, French, Fund Raising, Games, Introductory Courses, Learning Modules, Literary Styles, Literature Appreciation, \*Second Language Instruction, Spanish, Teacher Attitudes

Identifiers—Course Development

The 13 selected papers included in this conference report are: "Achieving Curriculum Fit for That 'Horrible' Second Year" (Lorraine A. Straheim); "Project Partnership: French Culture and Language in the Elementary School" (Susan Turner); "A Middle School Exploratory Course" (Kay Thorp); "Creative and Communicative Achievement Testing" (Barbara Snyder); "What Do Reading Comprehension Tests Measure?" (Paul L. Markham); "Language Teachers and Technophobia" (Stephanie Connor); "Computer Lesson Design for Elementary French: A Methodological Approach" (Patricia J. Kyle, Cathy R. Pons, and Marva A. Barnett); "Oral Literature: Making Use of Your Community" (Robert H. Buchheit, and Dave McAlpine); "Blockbusters and Other Television Games in the Foreign Language Classroom" (Marsha Schwartz, and Leslie Federick); "Teaching Students to Recognize Literary Style" (John M. Purcell); "On Developing Business Spanish Learning Packets" (Mercedes Johnson Stephenson); "Doing Business in Mexico: A Step beyond Language" (Joyce Michaelis and Colleen Coram); and "Developing Financial Resources for Foreign Language Classrooms: Advice for Beginners" (Alan Garfinkel). (MSE)

ED 253 106

FL 014 848

Donahue, Mavis

Phonological Constraints on the Emergence of Two-Word Utterances.

Pub Date—Oct 84

Note—21p.; Paper presented at the Boston University Conference on Language Development (Boston, MA, October 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, \*Child Language, \*Consonants, \*Developmental Stages, Infants, \*Language Acquisition, Language Research, \*Linguistic Difficulty (Inherent), \*Phonology

Notes from a diary kept on the language acquisition of a child from age 11 to 22 months, through four developmental stages, were used to investigate the interaction between the child's phonological systems and his developing syntactic system in the context of research on the emergence of multiword combinations. The presence of a phonological selection strategy and consonant harmony rule was discovered, with evidence that this consonant harmony rule operated across morpheme boundaries with the effect of both delaying the onset of two-word utterances and influencing the selection of words that could occur in combinations. The study provides an explicit example of the role that word-level articulatory planning may play in constraining the occurrence and nature of word combinations. The child's transition from single- to two-word utterance is a struggle to work within and overcome his consonant harmony rules. It is not likely that this is a typical or common pattern, since few similar reports are available in the literature. However, this and other research may help to clarify the notion of language learning styles. (MSE)

ED 253 107

FL 014 849

High School Graduation Requirements for Limited English Proficient Students. Revised.

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

Pub Date—Jun 84

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Certification, Educational Policy, \*English (Second Language), \*Graduation Requirements, High Schools, \*High School Students, \*Limited English Speaking, \*State Standards, Teacher Qualifications

Identifiers—New Jersey

The document begins by outlining and discussing the issues of English proficiency for graduation and the amount of time needed for appropriate instruction to meet that proficiency level. The history of bilingual instruction in the state and the student population affected by the requirements are described. The requirements for students entering the system before grade 9 and between grades 9 and 12 are outlined, with their rationales. The effective dates for phasing in the new policy, and student requirements under the interim policy, are discussed. Implementation issues such as student and parental notification, required implementation activities, and program expansion at the elementary level, and implications for the certification of bilingual teachers are also examined. In a concluding statement it is emphasized that bilingual education programs must be transitional; that no bilingual programs are to be conducted solely in the native language; and that beginning in 1985 districts will have to present clear evidence to explain why students have not exited from the bilingual program after three years. A glossary of commonly used terms and abbreviations and a question-and-answer section are appended. (MSE)

ED 253 108

FL 014 856

Landolfi, Lillian

Listening Comprehension: Process, Problems, and Solutions.

Pub Date—Jul 84

Note—29p.; Paper presented at the Summer Meeting of Teachers of English to Speakers of Other Languages (Corvallis, OR, July 13-14, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, \*Cognitive Processes, \*English (Second Language), \*Interpretive Skills, \*Language Processing, Linguistic Theory, \*Listening Comprehension, \*Listening Skills, Second Language Instruction, Skill Development

An analysis of the skills involved in listening comprehension and techniques for developing them in students looks first at elements of the general process of interpretation, showing the essential importance of the interpretative functions as contrasted with simple comprehension of sounds and decoding of meaning. The first section looks at research on the factors in the listening process and the language learner's tasks in interpretation. The second section analyzes the problems second language students experience and teachers must attempt to resolve in the instruction of listening comprehension, especially in English as a second language. The factors affecting student processes of interpretation are categorized and discussed in three groups: linguistic, sociopsychological, and communicative. The final section outlines theoretical and practical suggestions on how to overcome the problems with appropriate activities. The techniques are divided into three groups for use before, during, and after listening, and emphasis is placed on exploitation of inexpensive materials for classroom use. A bibliography is appended. (MSE)

ED 253 109

FL 014 857

French Immersion Programmes in Manitoba: An Evaluation of Grades 6 and 9. Final Report.

Centre for Research and Consultation, Winnipeg (Manitoba).

Spons Agency—Manitoba Dept. of Education, Winnipeg, Bureau of French Education.

Pub Date—Nov 83

Note—124p.; Product of the French Immersion Research Project. For a related document, see ED 219 950.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, Administrator Characteristics, Educational Research, Elementary Secondary Education, English, Foreign Countries, \*French, Grade 6, Grade 9, \*Immersion Programs, Language Proficiency, Mathemat-

ics, \*Program Evaluation, Research Projects, \*Second Language Instruction, \*Student Attitudes, Student Characteristics, Teacher Characteristics

Identifiers—Manitoba

The evaluation of Manitoba's French immersion programs for grades 6 and 9, undertaken as part of a policy formation process, compares students' achievement in English language skills and mathematics to the national norm and within immersion groups in those grades. Achievement in French and French language proficiency are also compared within immersion groups and in comparison to a sample of native French-speaking students. Different types of immersion programs—early, intermediate, and late, total and partial—offered in both immersion and dual-track settings are considered. Responses of the students, their parents, teachers, and principals to questionnaires about the Manitoba programs are discussed. It was found that performance of French immersion students was as good as or better than national norms in English and mathematics, and French immersion programs have no negative effect on achievement in those subjects. It was found that although French immersion groups obtained lower results in French language proficiency than students whose native language is French, the early total immersion program in an immersion setting produces the best results. Intermediate and late total immersion programs also yielded positive results. It is suggested that the program type and setting influence French language development, with students in an immersion setting and in a total immersion program obtaining higher scores than those in an English setting or in a partial immersion program. Parents generally expressed satisfaction with the program and setting, and teachers and principals expressed a belief that the immersion setting was more conducive to achieving the French immersion programs' objectives. (Author/MSE)

ED 253 110

FL 014 858

Porter, P. R.

The Role of Language in the Development of Intelligence: Vygotsky Revisited.

Pub Date—Dec 83

Note—35p.; Paper presented at the Annual Conference of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984) and adapted from a presentation at the Forum for Interdisciplinary Studies on Language Policy and Social Problems (Curacao, Netherlands Antilles, December 1983).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, \*Intellectual Development, \*Language Acquisition, Language Processing, \*Language Role, Linguistic Theory

Identifiers—Vygotsky (Leva)

Vygotsky's views on how language is instrumental in bringing about advanced forms of intellectual functioning offer a researchable framework from which to study this development. Developmentalists in psychology and linguistics have focused for too long on continuities rather than on the process of change in mental growth. The study of the emergence and development of higher order intellectual processes holds the most promise of all of the scientific inquiries. The heuristic value of Vygotsky's theory lies in the potential for research on specific processes that influence intelligence. In the future, this knowledge could be applied in understanding different areas of exceptionalism. It is a theory that addresses the complexity of interactions among developing biological, linguistic, and cognitive functions and provides a unique way of conceptualizing complex aspects of intelligence. (MSE)

ED 253 111

FL 014 864

French, Margot

Markedness and the Acquisition of Pied-Piping and Proposition Stranding.

Pub Date—Oct 84

Note—23p.; Revised version of paper presented at the Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Language, Children, \*Form Classes (Languages), \*Language Acquisition, \*Learning Processes, \*Linguistic Theory, \*Prepositions

**Identifiers—\*Markedness**

Two markedness hypotheses in current language acquisition theory are examined. One view of markedness, the developmental hypothesis, states that the unmarked case is the child's initial hypothesis, i.e., the hypothesis that is set in advance of linguistic data. The developmental hypothesis further predicts that children will proceed in a fixed progression from unmarked to marked structures. The learnability conception of markedness states that the child acquires the unmarked form in the absence of evidence to the contrary, and that there is not necessarily a fixed sequence from unmarked to marked; it is neutral with respect to real-time acquisition. An experiment on the acquisition of pied-piping (generally considered unmarked) and preposition stranding (considered marked) that tests these hypotheses had as subjects 33 preschool children and used comprehension and production tasks. The results indicate that the developmental claim can not be supported because the children seem to have both structures in their grammars, with stranding firmly established, suggesting that markedness may not necessarily be indicative of the order in which certain constructions emerge. It also suggests that the learnability hypothesis can account for the findings. (MSE)

**ED 253 112** FL 014 865

Glazewski, Barbara McCune, Lorraine  
**Consonantal Characteristics of Babbling from Eight to Sixteen Months.**

Pub Date—Oct 84

Note—30p.; Portions of data from this investigation were presented at the Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Age Differences, \*Child Language, \*Consonants, \*Infants, \*Language Acquisition, Language Patterns, Language Proficiency, Language Research, Phonology, Pronunciation, \*Verbal Development, Videotape Recordings

A study of the babbling and phonological development of 34 infants used half-hour videotape recordings of the children at play in their own homes. The vocal output was phonetically transcribed twice for interrater agreement, and analyzed for the consonants used five times or more in the child's vocal repertoire. These consonants were considered to be in the subject's voluntary control. The controlled phones were rank-ordered for their frequency by age, and the mean numbers of phones for each age were computed. For the group as a whole, the most frequently controlled phones were /d/ and /h/, occurring in about two-thirds of the subjects. The second most frequently controlled consonants were /m/, /b/, and /g/, occurring in 41-44% of the subjects. The last group of segments with notable frequency included /n/, /w/, and /j/, occurring in about a third of the subjects. The remainder of the consonants showed sporadic or near zero occurrence. No sex differences were found in the data. The major trend observed was consistency in the place and voicing features of articulation in the first consonants exhibited in the age range. However, there were individual differences in the selection of which voiced front sound characteristics were used and broad differences in the manner of production. Less consistency is apparent in the choice of low frequency consonants. Substantial consistency with the results of previous research was found. (MSE)

**ED 253 113** FL 014 866

Randall, Janet H.  
**Indirect Positive Evidence: A New Route for Retest.**

Pub Date—Oct 84

Note—14p.; Paper presented at the Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Child Language, \*Cognitive Processes, \*Generalization, Grammar, \*Language Acquisition, \*Language Processing, Language Research, Logic, \*Research Methodology

A line of reasoning used in recent research on language acquisition assumes that a child acquiring the language has only two reliable sources of information available about the target grammar: a set of grammatical principles and the primary data of the language spoken around him. A third kind of evidence, negative evidence, would be helpful but is

unavailable. However, with its current set of assumptions, this logic of language acquisition is not easily applicable to any problems involving overgeneralization in child language. Another kind of evidence, indirect positive evidence, is the combination of a principle stated in the form of a negative conditional or its equivalent, a disjunction, and data that allow such a principle to operate. This kind of evidence allows learners a way out of overgeneralizations, and is an indication of how positive evidence and principles of grammar can be turned around to substitute for the negative evidence that seemed to be the only answer to the problem of overgeneralization. (Author/MSE)

**ED 253 114** FL 014 868

Irujo, Suzanne

**Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language.**

Pub Date—13 Oct 84

Note—19p.; Paper presented at the Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, \*English (Second Language), \*Error Patterns, Higher Education, \*Idioms, \*Interference (Language), Language Usage, \*Second Language Learning, Spanish, Spanish Speaking, \*Transfer of Training

A study of transfer of native language training and/or interference in learning English idioms had as its subjects 12 Venezuelan students in an American university who were advanced learners of English as a second language. Fifteen equivalent and commonly used English and Spanish idioms were used in tests of recognition, comprehension, recall, and production. Statistical analysis of the results indicates that the subjects were able to generalize from the idiom's meaning in Spanish to its meaning in English, even when the form was slightly different, and they could correctly produce many more identical idioms than idioms of other types. Both of these results indicate use of positive transfer. Interference (negative transfer) occurred on the two production tests, more for similar than totally different idioms. These results support the notion that advanced second language learners whose first language is closely related to the second can use knowledge of idioms in their first language to comprehend and produce idioms in the second. In addition, the subjects used target-language-related strategies such as mixing idioms and providing an incomplete idiom. It is suggested that language similarities may encourage interference, and that idioms are not always considered nontransferable. Further research is recommended. (MSE)

**ED 253 115** FL 014 869

Thurston, Charles

**Acronyms, Initialisms and Abbreviations in Native and Second Language Acquisition.**

Pub Date—85

Note—25p.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Abbreviations, Definitions, \*Language Acquisition, \*Language Tests, \*Linguistics, Multicultural Education, \*Second Language Instruction, Testing, Vocabulary

A list of 1,036 terms and definitions used in native and second language acquisition and instruction, linguistics, language testing, and bicultural-multicultural education, including identical items with different meanings, is presented. The terms were derived from manual searches of the ERIC Clearinghouse on Languages and Linguistics and ERIC Clearinghouse on Urban Education sections of the bibliographic journals "Current Index to Journals in Education" and "Resources in Education" through September 1984; "Language Teaching"; some portions of "Language and Language Behavior Abstracts"; and bibliographies and texts in linguistics, English as a second language, and varieties of English. One objective of the listing is to indicate the problem of lack of standardization of terminology. Acronyms of journal titles, monographs, academic and professional associations, and research centers are excluded. (MSE)

**ED 253 116** FL 014 870

Parker, Dennis R.

**Individual Learning Programs for Limited-English-Proficient Students: A Handbook for**

**School Personnel.**

California State Dept. of Education, Sacramento. Bilingual Education Office.

Spons Agency—Department of Education, Washington, DC.

Pub Date—84

Note—86p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50, plus tax for California residents).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Guides, \*Bilingual Education, Curriculum Guides, \*English (Second Language), Legal Responsibility, \*Limited English Speaking, \*Program Administration, School Responsibility, \*State Standards, Statewide Planning

Identifiers—\*California

A handbook designed to provide legal, pedagogical, and practical assistance to those responsible for providing a comprehensive educational program for limited-English-proficient (LEP) students in California's public schools is intended for schools with both large and small concentrations of LEP pupils. The first section outlines legal requirements and definitions concerning identification, diagnosis, annual assessment, reclassification, program placement, program content, staffing, parent involvement, submission of plans, and funding. The second section discusses the theory and implications of primary language instruction, instruction in English as a second language, content instruction using a second language, relative language use, and student types and general recommendations. The third section examines the components of an individual learning program (ILP), including diagnostic information, curriculum, objectives, activities, personnel, materials, schedule of instruction, grouping, language use, parent/student consultation, and ILP design. A final section provides summary checklists for documentation, steps to implement an ILP, and instructional procedures. Appendices include diagrams and more detailed treatment of procedures and issues outlined earlier in the text, and some forms. (MSE)

**ED 253 117** FL 014 871

**A Handbook for Teaching Cantonese-Speaking Children.**

California State Dept. of Education, Sacramento. Bilingual Education Office.

Spons Agency—Department of Education, Washington, DC.

Pub Date—84

Note—84p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$4.50, plus tax for California residents).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Bilingual Education, \*Cantonese, Classroom Techniques, Elementary Secondary Education, \*English (Second Language), Immigrants, Language Skills, Limited English Speaking, \*Native Language Instruction, Political Influences, \*Second Language Instruction, \*Sociocultural Patterns

This handbook is designed to assist California's public school teachers of limited-English-speaking native Cantonese-speaking students in understanding this minority group. The first two chapters address general background factors concerning this language group: immigration history, educational background, and historical and sociocultural factors of the group in general and also specifically in Hong Kong, the People's Republic of China, Vietnam, and California. Chapter III outlines linguistic characteristics of the Cantonese language; Chapter IV recommends instructional and curricular strategies for Cantonese language development, teaching students to read in Cantonese, writing Chinese characters, writing skills for expression of thoughts, motivating students to write, introducing oral English instruction, reading in two languages, developing proficiency in Cantonese, and acquiring fluency in English. A glossary and a four-page bibliography are included, and appendices contain: (1) data on the rank order of school districts by enrollment of limited-English-proficient students who speak Cantonese, (2) a list of educational resources for Can-



tonese language materials and Cantonese bilingual teacher training, (3) lists of relevant community and government organizations and media services, and (4) descriptions of significant Chinese festivals. (MSE)

ED 253 118

FL 014 872

Gulfoyle, Eithne

*The Acquisition of Tense and the Emergence of Lexical Subjects in Child Grammars of English.*

Pub Date—Oct 84

Note—21p; Paper presented at the Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Language, \*English, Form Classes (Languages), \*Language Acquisition, Linguistic Theory, \*Pronouns, \*Sentence Structure, Structural Analysis (Linguistics), \*Tenses (Grammar)

The phenomena of null subjects in child grammars of English are examined in the context of Nina Moss Hyams' proposals about these structures within the framework of generative grammar. Some problems with these analyses are examined and an alternative analysis is proposed. It is noted that Hyams predicts that children learning a language requiring lexical subjects will produce sentences with nonlexical subjects before they reset that parameter; two flaws in this analysis are described. An alternative account proposes that the absence of lexical subjects in early English production is not a consequence of the pro-drop parameter but the result of the inability of child grammar to case mark the subject. It is argued that the nominative case is assigned by the addition of tense but that child grammars are unspecified for tense. It is further argued that lexical subjects emerge when the child has acquired the feature of tense, and the trigger is the presence of modals in the input. (MSE)

ED 253 119

FL 014 873

Paul-Brown, Diane

Yeni-Komshian, Grace H.

*Phonetic Aspects of Children's Elided Word Revisions.*

Pub Date—12 Oct 84

Note—24p; Paper presented at the Boston University Conference on Language Development (9th, Boston, MA, October 12-14, 1984) and at the Annual Meeting of the Acoustical Society of America (108th, Minneapolis, MN, October 9, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Language, \*Communication Problems, \*Communication Skills, \*Language Acquisition, Language Patterns, \*Phonetics, \*Pronunciation, Suprasegmentals, Young Children

A study of the phonetic changes occurring when a speaker attempts to revise an unclear word for a listener focuses on changes made in the sound segment duration to maximize differences between phonemes. In the study, five-year-olds were asked by adults to revise words differing in voicing of initial and final stop consonants; a control group of adults was tested with the same paradigm for comparison. In addition, the children's revision behavior was examined for its relationship to phonemic awareness and reading ability. Results showed that both children and adults made segmental changes in duration while preserving total word duration in elicited word revisions. Voicing distinctions were consistently maintained in revised speech. All subjects appeared to follow a general revision strategy regardless of the source of miscomprehension, altering the duration of segments that relate to the final consonant in the target words rather than and perhaps at the expense of the vowel's duration. Other changes such as amplitude, fundamental frequency, and spectral changes were not measured. Illustrative oscillograms and graphs are included. (MSE)

ED 253 120

FL 014 875

Fabriz, Mary And Others

*Language Development Handbook for Secondary Students with Limited Proficiency in English.*

Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.

Pub Date—84

Note—225p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Canada Natives, Classroom Techniques, English (Second Language), Foreign Countries, High Schools, High School Students, Immigrants, \*Language Skills, \*Limited English Speaking, Listening Skills, Literature Appreciation, Mathematics, Multicultural Education, Program Design, Reading Skills, Sciences, \*Second Language Learning, \*Skill Development, Social Studies, Speech Skills, \*Student Evaluation, \*Student Placement, Writing Skills

Identifiers—\*Language Across the Curriculum, Manitoba

A guide for teachers, counselors, and administrators of Manitoba high school programs enrolling limited-English-proficient (LEP) students is designed to provide background information and resources for helping these students develop English language skills for success in school and beyond while receiving a sound basic education in a full range of subjects. Guidelines for the reception, orientation, placement, integration, and follow-up of immigrant and Canadian native students in the school are outlined. Recommended course outlines for the English language component of LEP student programs are presented, including two levels of English as a second language, a transitional course, a functional literacy program, and special needs programming. A section on accommodating diverse cultural backgrounds suggests teacher and staff behaviors to support student needs. A language development approach to instructing LEP students in any subject is described, suggesting classroom techniques for enhancing the learning experience. Recommendations are made for developing each of the four language skill areas: listening, speaking, reading, and writing. The concept of language across the curriculum is discussed, and sample literature, science, mathematics, and social studies lessons are provided. A chapter on student assessment is also included, and an appendix contains support materials. (MSE)

## HE

ED 253 121

HE 017 763

Stevens, Robert Bocking

*Law School: Legal Education in America from the 1850s to the 1980s.*

Spons Agency—Ford Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.; Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies. Report No.—ISBN-0-8078-1537-3

Pub Date—83

Note—350p.

Available from—University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27514 (\$19.95).

Pub Type—Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors—\*Academic Standards, Accreditation (Institutions), Case Studies, College Faculty, Educational Change, \*Educational History, Higher Education, \*Law Schools, \*Lawyers, \*Legal Education, Professional Occupations, United States History

Identifiers—Harvard University MA

The history of the American law school since the 1850s is discussed. During the period after 1800, the replicas of the English legal profession were almost nonexistent in the United States, and Jacksonian Democracy was characterized by a decline in formal standards for legal education. In the early 1850s, law began again to be seen as a learned profession. The expansion of law schools and the extension of the power of lawyers were related to the economic expansion and social restructuring of the country after the Civil War. The growth of Columbia University's law school after 1850 was ultimately overshadowed by the rise of the Harvard Law School in the decades after 1870. The case method was founded at Harvard University, which also took the lead in creating new structural standards and a new type of educator thought to be needed by American legal education. In addition to the growth in the number of law schools, the legal profession was institutionalized, which made it difficult for women to become lawyers. Attention is directed to attempts of the establishment to control the market, criticisms of the case method, the interaction of law and the social sciences, the Realist movement, rising standards, the era of civil rights activism and radicalism,

and legal theory. A bibliography is appended. (SW)

ED 253 122

HE 017 764

Sorrells, Susan J.

*Education beyond High School—The Choice Is Yours! Fact Sheet.*

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 81

Contract—300-80-0857

Note—6p; Chart and footnotes will be marginally legible due to small or blurred print.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, College Bound Students, \*College Choice, College Programs, Community Colleges, Continuing Education, Decision Making, Disabilities, \*High School Graduates, Home Study, Institutional Characteristics, \*Non-college Bound Students, Postsecondary Education, Technical Institutes, Trade and Industrial Education, Universities

Planning for postsecondary education and the choice of the right college program are discussed to assist disabled high school students and disabled persons who are thinking about returning to school. Considerations before making a college choice are identified, including whether the student has a high school diploma or equivalent, meets college entrance requirements, takes admission tests, has accommodations for admission to vocational technical schools or technical institutes, and obtains advice from the high school guidance counselor. The following programs are described: four-year colleges and universities, junior and community colleges, vocational technical schools, technical institutes, trade schools, home study, adult basic education, and continuing education. Information on these programs includes: funding, courses of study or special interests that should be considered in selecting a school, admission requirements, special services for handicapped students, and licensing and accreditation of vocational/technical schools and home study programs. The differences among vocational/technical schools, technical institutions, and trade schools are identified. (SW)

ED 253 123

HE 017 831

*Student Aid in the Reagan Administration. Fact Sheet. Summary.*

American Council on Education, Washington, D.C.

Pub Date—Oct 84

Note—9p.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Budgets, College Students, Eligibility, \*Federal Aid, Federal Legislation, Federal Programs, \*Financial Policy, Higher Education, \*Public Policy, \*Student Financial Aid, Student Loan Programs, Trend Analysis

Identifiers—Congress 97th, Congress 98th, Omnibus Reconciliation Act 1981, \*Reagan Administration

Federal appropriations during 1981-1985 for student financial aid are reviewed, along with the effect of the Omnibus Budget Reconciliation Act of 1981. The effective cut in need-based federal student aid for funding year (FY) 1981 totalled \$600 million (\$500 million Pell Grants, \$100 million National Direct Student Loans). The Omnibus Budget Reconciliation Act of 1981 phased out Social Security educational benefits, which had provided \$2 billion, one fifth of federal student aid in FY 1981. The Act also restricted eligibility for Guaranteed Student Loans and reduced spending ceilings for other student aid programs. For FY 1982 President Reagan requested additional cuts totalling \$332 million, but Congress set FY 1982 funding at slightly over the FY 1981 level. Congress also set appropriations for FY 1983 at about the same level as FY 1982. The President sought to eliminate the in-school interest subsidy for Guaranteed Student Loans. For FY 1984, Congress increased appropriations for student aid by about \$404 million over FY 1983. Finally, for FY 1985 Congress increased student aid programs by \$970 million, or \$1.3 billion more than the President requested. Appropriations for specific aid programs are also reviewed. (SW)

ED 253 124

HE 017 881

Zarwell, Ray K.

*A Taxonomic Key for Academic Exploration Students & Advisors. Second Edition.*

Bradley Univ., Peoria, IL. Center for Orientation, Advisee, Retention.

Pub Date—82

Note—85p.

Available from—Bradley University, Student Planning Center for Orientation and Advisee, Bradley Hall 136, Peoria, IL 61625 (\$9.00).

Pub Type—Guides—General (050)—Reference Materials—Vocabularies/Classifications (134)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Academic Advising, \*Academic Aspiration, Classification, \*College Programs, College Students, \*Decision Making, Guides, Higher Education, \*Majors (Students), \*Occupational Aspiration, Student Interests

A "taxonomic key"—a manual that provides a systematic approach to academic decision-making for college students is presented. The key is used to help students who enroll in the Academic Exploration Program at Bradley University to decide on a college major and a career. The key can assist the student and adviser by: helping clarify the student's current "position" in educational goal planning; suggesting special assistance; helping students clarify their basic interest areas; suggesting sample curricula; and providing the means to "test" the student's educational and career decisions. The student begins career exploration with the Academic Major Selection Pretest. Sections of the guide cover: the level of academic choice; academic major and career decision-making; basic interest categories; course requirements and selection guidelines; curricula location guide; course selection glossary; a guide to companies categorized according to interest areas—creative, scientific, technical, social, standardized, and business; a post-test; declaring the major; and the final step of professional placement. The key provides cross references to pages in the text that provide more detailed information for students. (SW)

ED 253 125

HE 017 909

Neal, M. T. And Others

**Bibliography on Postsecondary Accreditation.**

Part I: Books, Articles, and Historical References. Part II: Doctoral Dissertations.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date—84

Note—120p.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (\$9.50).

Pub Type—Dissertations/Theses—Doctoral Dissertations (041)—Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Accreditation (Institutions), \*Accrediting Agencies, Annotated Bibliographies, \*College Programs, Doctoral Dissertations, \*Institutional Evaluation, National Organizations, \*Postsecondary Education, \*Program Evaluation, Regional Programs

A bibliography on postsecondary accreditation covers: (1) in part I, 529 books, articles, and historical references completed during 1970-1984 and (2) in part II, 122 doctoral dissertations for the 1935-1984 period. Eighty percent of the dissertations were completed since 1980, as were 42 percent of the other materials. Part I includes some brief annotations and covers the following topics: purpose of accreditation, policies and standards, process and procedures, the Council on Postsecondary Accreditation, national and regional accrediting bodies, the accrediting process, federal and state relations, certification and licensure, legal issues and case law, educational innovation and off-campus learning, commentary and proposals for change, interagency cooperation, educational auditing and evaluation, and historical literature. Appended are the names, addresses, and phone numbers of national and regional institutional accrediting bodies and specialized accrediting bodies. Part II, doctoral dissertations, is arranged by year with brief annotations for each dissertation. Author, topical, and institutional indexes for the dissertations are included. Although 68 schools were represented, about 20 percent of the dissertations were conducted at five institutions. (SW)

ED 253 126

HE 017 927

Kroc, Richard J.

**Comparing Citation Rates with Other Measures of Scholarly Productivity.**

Pub Date—Oct 84

Note—28p.; Paper presented at the Joint Meeting of the American Educational Research Association Division J and the Association for the Study of Higher Education (San Francisco, CA, October 28-30, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*College Faculty, Conferences, \*Evaluation Criteria, Financial Support, Higher Education, Institutional Characteristics, \*Productivity, Reputation, \*Scholarship, \*Schools of Education, \*Writing for Publication

Identifiers—\*Faculty Publishing

The construct validity of scholarly productivity was investigated, with attention to definitions and measurement approaches. A nonrepresentative sample of 51 schools of education was selected to include very productive schools. Measures were made of the following variables: citations, rankings from previous studies, publications, conference participation, funding, and general institutional characteristics. Publication counts were estimated from data in the Educational Resources Information Center (ERIC) system. Each school of education's participation in the American Educational Research Association conference was assessed for 1981 and 1982. Information on grants awarded to schools of education during 1978-1982 was obtained from the Smithsonian Science Information Exchange. Finally, the Higher Education General Information Survey provided data on five variables: percentage of doctorates granted, total research expenditures, total overall expenditures, government grants and contracts per full-time equivalency, and average faculty salary. Conclusions include the following: program size did not significantly determine prestige; surveys on reputation did not appear to be reliable; and citation counts seemed to be the best measure of scholarly work. (SW)

ED 253 127

HE 017 929

Terkla, Dawn Geronimo

**Does Financial Aid Enhance Undergraduate Persistence?**

Pub Date—28 Oct 84

Note—17p.; Paper presented at a joint meeting of the American Educational Research Association Division J and the Association for the Study of Higher Education (San Francisco, CA, October 28-30, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Persistence, \*College Students, Dropout Research, \*Dropouts, Higher Education, Predictor Variables, \*Student Attrition, \*Student Financial Aid

The impact of financial assistance on students' decisions on whether to discontinue college studies was investigated. Students enrolled in either two- or four-year institutions were included. Grants, loans, and college work-study funds were considered as financial aid. A casual model was used to illustrate how withdrawal was affected by interacting variables, and path analysis was used to test the model's validity. The following variables were assessed: socioeconomic status, race, sex, academic aptitude, high school grade point average, occupational aspiration, degree level goal, college performance, institutional characteristics, and receipt of financial aid. The primary data source was the National Longitudinal Study of the High School Class of 1972. Of the sample of 4,838 students who entered college in the fall 1972, 36.4 percent were identified as dropouts. It was found financial aid was linked to completion of degrees, and was the third most important direct influence on persistence. Two variables had stronger direct effects on persistence: high school grade point average and degree-level goal. (SW)

ED 253 128

HE 017 936

Metropolitan Life Foundation Educational Awards

for Institutional Self-Study.

Metropolitan Life Foundation.

Pub Date—10 Sep 84

Note—18p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Students, Ancillary School Services, College Admission, \*College Planning, Curriculum Development, Curriculum Evaluation, Equipment Maintenance, \*Grants, Higher Education, \*Improvement Programs, \*Institutional Research, Marketing, Minority Groups, Nontraditional Students, Program Descriptions,

Research Projects, Resource Allocation, \*Self Evaluation (Groups)

Results of Metropolitan Life Foundation's Educational Awards for Institutional Self-Study program are provided. The objective of the program was to help four-year colleges and universities conduct studies on key problems and opportunities. Of the 546 institutions that submitted proposals, 28 were awarded grants totaling \$227,600. The purpose and results of the 28 self-studies are reported, along with the name of the project director and the amount of the grant. The proposals covered the following categories: resource allocation and planning; curriculum review and development; physical development and resource centers; advising and support services; needs (not purely academic) of specific groups; and market research, admissions, and public relations. Over the 3 years of the awards program, prominent issues were the need for long-range planning, the importance of market research, and the desirability of developing physical and academic resources. Criteria for judging the proposals included originality, the competence of staff, the reasonableness of the plan for the institution, and the applicability to other institutions. The judges and their affiliations are identified, along with an index of awards by year for 1980, 1981, 1982. (SW)

ED 253 129

HE 017 939

Shingleton, John D. Scheetz, L. Patrick

**Recruiting Trends 1984-85. A Study of 658 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.**

Michigan State Univ., East Lansing. Placement Services.

Pub Date—30 Nov 84

Note—97p.; Summary of 14th annual Recruiting Trends survey, 1984-85.

Available from—Placement Services, Michigan State University, 113 Student Services Building, East Lansing, MI 48824-1113 (\$10.00).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Business, \*College Graduates, \*Employment Opportunities, Higher Education, Industry, \*Labor Market, Majors (Students), Occupational Surveys, \*Recruitment, \*Salaries, Specialization, Trend Analysis

Information on job market trends for 1984-1985 college graduates are presented in narrative summaries and statistical tables. Attention is directed to trends in hiring, expected starting salaries, campus recruiting activities, and other related topics, based on a survey of a cross-section of 658 employers from business, industry, government, and education. Findings include the following: hiring quotas increased by 9.2 percent for bachelor's degree graduates; a 10.7 percent increase in hiring new graduates was expected, compared to the 1983-1984 level; 83 of the 658 organizations expected to hire no new college graduates during the year; the average salary of bachelor's degree graduates in all disciplines is expected to be \$20,470; the greatest demand was for graduates of electrical and mechanical engineering, computer science, accounting, and business administration; declines in the job market were expected for majors in retailing, physics, agriculture and natural resources, social science, petroleum, human ecology, geology, and liberal arts. Additional areas that are examined include: selection criteria for hiring new college graduates, job opportunities by geographical regions, and new recruitment techniques. A list of the employers is appended. (SW)

ED 253 130

HE 017 957

Alexander, Aaron And Others

**Making It Through College, or, Getting Your Money's Worth Out of Higher Education.**

Professional Staff Congress of the City Univ. of New York, N.Y.

Pub Date—84

Note—17p.

Available from—Professional Staff Congress, City University of New York, 25 West 43rd Street, New York, NY 10036 (\$1.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Advising, \*Academic Persistence, Ancillary School Services, Career Planning, \*College Attendance, \*College Students, Educational Benefits, Enrollment Influences, Extracurricular Activities, Higher Education, \*Student Adjustment, \*Student Educational Objectives, Student Needs, Student Responsibility

ity, Study Skills, Success, Test Wiseness, Time Management.

Basic facts of collegiate life, key elements for scholastic success, and sources of help are described to assist students. Special strategies that are needed to make it through college are explained, based on approaches that have worked for many students as well as the recommendations of teachers and counselors. Attention is directed to: reasons for going to college, how to cope with outside time demands and the independence that is required at college, how to plan for the future and the daily/weekly schedule, taking advantage of services and campus activities, study approaches that produce the best results, tips to make class attendance more profitable, mastering the process of completing term papers and other major projects, achieving good grades on tests and easing the anxiety over them, and overcoming personal pressures and course difficulties. The following benefits of college attendance are reviewed: enjoying culture and leisure, developing the ability to learn on one's own, developing greater self-knowledge/self-confidence and the ability to cope, and becoming more civic-minded. Considerations involved in planning a college program and future career are addressed. (SW)

ED 253 131

HE 017 960

Chaffee, Ellen Earle.  
After Decline, What? Survival Strategies at Eight Private Colleges. An NCHEMS Executive Overview.

National Center for Higher Education Management Systems, Boulder, Colo.

Pub Date—84

Note—140p.

Available from—NCHEMS Publications, P.O. Drawer P, Boulder, CO 80302 (\$10.00 plus \$5.50 shipping and handling).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Role, Case Studies, \*Change Strategies, Church Related Colleges, \*College Administration, College Environment, College Planning, \*Financial Problems, Higher Education, Institutional Characteristics, Leadership Responsibility, Liberal Arts, \*Private Colleges, Problem Solving, \*Retrenchment, Rural Schools, Selective Colleges, Single Sex Colleges, Two Year Colleges, Urban Universities  
Identifiers—\*Institutional Survival

The efforts of eight private four-year colleges to deal with revenue declines in the 1970s are described. The major social, political, and economic developments that contributed to the decline and recovery efforts are briefly reviewed. Attention is directed to strategic management responses to the financial stress. The colleges, whose identities are not revealed, experienced a net decline in total revenues over at least a 3-year period from 1973 to 1976. Characteristics of the colleges are as follows: a Protestant comprehensive college, located in a rural area; a liberal arts college that tailors programs to community needs in an unprosperous blue-collar town; a Protestant liberal arts college emphasizing teacher education; a liberal arts college in a major city that has many other colleges and universities; a selective Protestant liberal arts college in a thriving midwestern city; a highly selective college with a national reputation as a liberal-arts institution; a moderately-selective woman's college attracting students mainly from well-to-do and wealthy families; and a two-year college founded by a Catholic order. (SW)

ED 253 132

HE 017 979

Report of the Statewide Task Force on Entry into Nursing Practice, March 1984 to October 1984. Maine State Nurses' Association, Augusta.

Spons Agency—American Nurses' Association, Kansas City, Mo.

Pub Date—84

Note—74p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, Associate Degrees, Bachelors Degrees, \*Certification, Competence, Higher Education, Job Skills, \*Nursing, \*Nursing Education, Occupational Mobility, Skill Development, \*State Licensing Boards, \*State Standards  
Identifiers—\*Maine

Nursing education and requirements for nursing licensure and practice in Maine were assessed by a state task force. The purpose of the task force was

to explore the resources available in Maine, document changes needed in educational standards for nursing licensure, establish competencies that are necessary to meet current and future health care needs, and determine what legal changes might be needed to raise educational standards for licensure. Six regional forums were attended by nurses and the public. Recommendations of the task force included: two levels of licensure, at the associate and bachelor's levels, should be defined by two sets of competencies; future licensure exams should test the competencies; and a system should be developed by schools to enhance educational mobility in nursing. Recommendations and interim reports of the following task force committees are presented: the Baccalaureate Committee, the Competencies and Titling Committee, the Licensing and Credentialing Committee, the Career Mobility Committee, the Legislation and Lobbying Committee, and the Public Relations and Press Committee. A summary of the regional forums is included, along with a list of task force members, the organization they represent, and their task force committee assignment. (SW)

ED 253 133

HE 017 980

Palla, Pier Giovanni, Ed.

UNIV-84: The Professions and Society. (Proceedings of the) International University Congress, Rome, April 14-23, 1984.

Institute for Univ. Cooperation, Rome (Italy).

Pub Date—84

Note—97p.; Published by the Association for Cultural Exchange.

Available from—Illinois State University, General Services Building, Normal, IL 61761 (\$3.00 each; \$2.00 for 20 or more copies).

Journal Cit—Cooperation in Education: International Quarterly of the Institute for University Cooperation; n45/46 Fall 1984

Pub Type—Collected Works - Proceedings (021) — Collected Works - Serials (022) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*College Graduates, College Instruction, \*College Role, \*Education Work Relationship, Foreign Countries, Higher Education, International Educational Exchange, \*Professional Development, Professional Education, Questionnaires

Identifiers—International University Congress  
Proceedings of the 1984 International University Congress (ICU) on the social implications of the university's preparation of professionals are presented. Studies on this topic were undertaken in more than 400 universities in about 40 countries. After Philippe Monod summarizes the activities carried out worldwide, Ana Maria Vergara briefly analyzes the study, with attention to four aspects of professional work, and Alejandro Llano cites reasons for studying professional work. Three interpretations are offered of Pope John Paul II's encyclical on human work (*Laborem Exercens*) as it relates to academic life. Passages from the discourses of the Pope during the 1984 Congress are included. Ten recommendations that will be submitted to the United Nations in connection with its Declaration on the Rights and Responsibilities of Youth are also included. Titles and authors of additional conference papers include: "Some Reflections on the Definition of 'Professional'" (Jon Moline); "Tutorials as a Preparation for Professional Work" (Alexander Mark Fox); and "Instruction in the Life of the University" (Victor Garcia Hox). Also included are the study questionnaire, summaries of study results for 8 countries (the United States, Great Britain, Canada, Ireland, Nigeria, Kenya, the Philippines, and Japan) and brief statements of results for 18 additional countries. (SW)

ED 253 134

HE 017 982

Higher Education Regulation. Report to the 1983 General Assembly of North Carolina, 1984 Session.

North Carolina Legislative Research Commission, Raleigh.

Pub Date—84

Note—97p.

Available from—Legislative Library, State Legislative Building, Rooms 2126 and 2226, Raleigh, NC 27611 or Legislative Office Building, Room 500, Raleigh, NC 27611 (limited number of copies available).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accountability, Accreditation (Institutions), \*Government School Relationship, Postsecondary Education, \*Private Colleges, \*State Colleges, State Legislation, \*State Licensing Boards, \*State Standards  
Identifiers—\*North Carolina, \*Out Of State Institutions

The regulation of nonpublic and public postsecondary institutions was studied by the North Carolina Legislative Research Commission. Attention was directed to the following concerns: whether regulation of all postsecondary degree-granting education is needed; whether regulation could best be provided by a governmental licensing process or by a nongovernmental, voluntary accreditation process; and the merit of proposed legislation (House Bill 988), which would provide for licensing certain nonpublic postsecondary institutions not subject to state law or regulation. Findings include the following: the need for regulation of nonpublic and public degree-granting education has grown during recent years; minimal standards guaranteed by regulation must extend to both in-state institutions and out-of-state institutions offering in-state field-based education; mandatory governmental licensing is the only process that can guarantee that institutions are meeting minimum standards; and House Bill 988 accomplishes the legislative intent to provide for licensing postsecondary degree-granting education not otherwise regulated. Appendices include the text of relevant legislation, including House Bill 988, and background materials submitted to the Commission, including six articles. (SW)

ED 253 135

HE 017 995

Rosenberg, Gertrude, Comp.

Distance Education in the Canadian North: An Annotated Bibliography. Occasional Publication No. 12.

Association of Canadian Universities for Northern Studies, Ottawa (Ontario).

Report No.—ISBN-0-9690987-7-4

Pub Date—Sep 84

Note—39p.

Available from—Association of Canadian Universities for Northern Studies, 130 Albert Street, Suite 1915, Ottawa, Canada K1P 5G4 (\$3.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, \*American Indians, Annotated Bibliographies, \*College Programs, \*Distance Education, Educational Radio, Educational Research, Educational Television, \*Foreign Countries, Higher Education, Program Evaluation, \*Rural Areas, Secondary Education, \*Telecommunications  
Identifiers—\*Canada (North)

An annotated bibliography on distance education in the Canadian North is presented, covering approximately 120 publications from 1973-1983. Distance education is defined as involving: separation of teacher and learner; influence of an educational organization, which distinguishes it from private study; use of technical media; provision of two-way communication to provide feedback; and some group meetings. The Canadian north includes those areas north of 60 degrees, as well as isolated northern parts of the provinces bordering the Yukon and the Northwest Territories. In addition to a literature search, information on distance education was obtained through a survey of approximately 80 educators. Based on the materials identified through the survey, abstracts and the bibliography were developed. The materials cover distance education offerings and research on distance education, with emphasis on studies that include evaluations. A brief overview of distance education is presented. It is noted that distance education in the Canadian north is a comparatively recent development that is concerned with primary, secondary, and postsecondary education, individual university courses and degrees, and technical, vocational, and management training. Successes and failures of distance education are identified. (SW)

ED 253 136

HE 017 998

World Guide to Higher Education. A Comparative Survey of Systems, Degrees and Qualifications. Second Edition.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-0-89059-002-8

Pub Date—82

Note—385p.; Compiled by the International Association of Universities. For first edition, see ED



125 430.  
Available from—Unipub, 345 Park Avenue South,  
New York, NY 10010.  
Pub Type—Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)  
Document Not Available from EDRS.

Descriptors—Articulation (Education), \*College Applicants, College Programs, \*Comparative Education, \*Degree Requirements, \*Degrees (Academic), Educational Certificates, \*Foreign Countries, Glossaries, Graduation Requirements, \*Higher Education, International Organizations, National Organizations, Student Evaluation.

A comparative guide to the systems and main stages of higher education in 145 countries is provided to aid (1) those who evaluate college applicants; (2) the college applicants; and (3) students and researchers of comparative education. Each country profile provides a description of the higher education system, a glossary of the degrees and qualifications awarded in that system, and a table showing the period of study required for degrees and qualifications in major subject areas. Attention is directed to whether the stages of training are identifiable, and whether there is sufficient articulation between the stages in different countries for a system of mutual recognition of educational awards. Similarities among higher education stages or phases was found: training in the fundamental disciplines of one field; greater specialization in one or several disciplines; and advanced study and original research. Appended are: a list of national bodies dealing with the application of conventions on the recognition of studies, diplomas, and degrees in higher education under the auspices of the United Nations Educational, Scientific, and Cultural Organization (UNESCO); and information on international conventions on the recognition of studies, diplomas, and degrees in higher education adopted under the auspices of UNESCO. (SW)

ED 253 137 HE 017 999

Goodridge, R. Layne, A.  
A Digest of UNESCO Studies and Documents on the Democratization of Higher Education. Papers on Higher Education, No. 7.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—UNESCO-ED-84-WS-52  
Pub Date—Sep 84

Note—103p.  
Available from—United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenay, 75700 Paris, France.

Pub Type—Information Analyses (070)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Persistence, \*Access to Education, College Admission, College Curriculum, \*Comparative Education, Course Content, Developed Nations, Developing Nations, Disadvantaged, Distance Education, \*Educational Opportunities, Experiential Learning, Foreign Countries, \*Higher Education, International Educational Exchange, \*International Organizations, \*Lifelong Learning, School Community Relationship, School Holding Power

Identifiers—UNESCO

Premises and conditions necessary to foster the democratization of higher education, particularly in the context of lifelong education, are summarized. Attention is directed to: measures that have been followed in various countries to promote admission to and completion of higher studies; and achievements and obstacles confronted in these efforts. Special consideration is paid to democratization as it affects the disadvantaged. Based on a review of UNESCO studies, conclusions and recommendations regarding the promotion of democratization are also addressed. In addition to student admission and persistence, democratization of higher education is considered to include: making the content of education correspond to students' interests; raising the consciousness of staff/students about social issues; developing the skills and attitudes needed by students when they seek employment; making students aware of community needs; and promoting educational articulation between countries. Measures that have been followed to foster democratization involve financial, organizational, and structural efforts, and specifically field experience programs, distance education, curriculum reform, and efforts to link education, research and production. Examples from various countries and colleges are included. (SW)

ED 253 138 HE 018 000

College and University Age Distribution of Students, New York State, Fall 1983.

New York State Education Dept., Albany. Information Center on Education.

Pub Date—Sep 84  
Note—17p.

Pub Type—Numerical/Quantitative Data (110)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Age Groups, \*Full Time Students, \*Graduate Students, Higher Education, \*Part Time Students, Private Colleges, Professional Education, Proprietary Schools, State Colleges, State Surveys, Trend Analysis, Two Year Colleges, \*Undergraduate Students

Identifiers—City University of New York, \*New York, State University of New York

Fall 1983 statistical data on the age distribution of students at New York public and private colleges and universities are presented, based on the 1983-1984 HEDS/Higher Education General Information Survey form NYSED-2.6, "Enrollment by Level, Age Cohort and Sex, Fall 1983." Data are provided for full- and part-time undergraduate students, first-time students, first-professional students, graduate students, and total full- and part-time students. This information is presented for the following institutional types: total state, total public, total State University of New York, total City University of New York, total independent, total proprietary, total four-year or more, and total two-year. In addition, these categories are subdivided by type of division or center. The age categories are as follows: under 15, 15-19, 20-22, 23-24, 25-29, 30-34, 35-44, 45-59, and 60 and over. Lastly, age distribution trends are presented for fall 1979, fall 1981, and fall 1983 by category of student and age. (SW)

ED 253 139 HE 018 001

Read, Sherry  
TRIO Special Services Program Evaluation, University of Minnesota. Final Report, 1983-1984.

Minnesota Univ., Minneapolis. General Coll.  
Pub Date—84

Note—83p; For related documents, see ED 212 227, ED 224 418, and ED 246 719.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Academic Persistence, Administrator Evaluation, \*College Students, \*Developmental Studies Programs, Economically Disadvantaged, \*Educationally Disadvantaged, Eligibility, Followup Studies, Higher Education, Low Income Groups, Nontraditional Students, \*Program Effectiveness, Program Evaluation, Questionnaires, Student Attitudes, Student Attrition, \*Student Characteristics, Tutoring

Identifiers—TRIO Programs, \*University of Minnesota

The 1983-1984 evaluation of the TRIO/Special Services program at the University of Minnesota, General College, is presented. Program goals and course descriptions for the integrated course of study are described, as are counseling and tutoring services, student eligibility, and characteristics of program participants. A demographic profile for students in each program component covers variables such as race, sex, educational history, and academic preparedness. The participating students are also compared to a control group selected from General College freshmen who did not receive special services. Information is presented on traditional measures of program effectiveness, including grade point averages, credit completion, and overall student retention rates. Students' evaluation of the program, based on responses to a student satisfaction survey, are reported, along with the results of exit reviews and interviews with students who had previously completed the program. Information is also provided on the objectives and outcomes of a seminar designed to meet students' academic and support needs, an administrator evaluation, and the progress of past years' students. Questionnaires and forms used to collect evaluation data are appended. (SW)

ED 253 140 HE 018 002

McCoy, Marilyn Halstead, D. Kent  
Higher Education Financing in the Fifty States:

Interstate Comparisons, Fiscal Year 1982, 4th Edition.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 84  
Contract—400-83-0009

Note—1,100p; Document contains small print.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302 (\$29.95).

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, \*Educational Finance, Enrollment Trends, \*Expenditures, \*Higher Education, \*Income, Institutional Characteristics, Private Colleges, \*School Funds, \*State Aid, State Colleges, State Surveys, Tax Allocation, Teacher Salaries

Information on state-level financing of higher education and on institutional revenues and expenditures is presented for fiscal year (FY) 1982, with trend data back to FY 1978. In addition to a narrative analysis, nearly 200 tables show state rankings on 46 factors involved in higher education finance. The state rankings cover state and local government finances, support of colleges and student financial aid, enrollment trends, and other trend data. Each eight-page state profile provides a commentary on state conditions and trends and data on: state financing of higher education; revenues and expenditures of specific types of public and private colleges; trends in state and local appropriations, revenues, tuition and fees, and enrollment; trends adjusted for inflation; faculty salaries by academic rank and institutional category; and institutional characteristics by type of college. Included is data on the state's tax structure, state and local finances per capita, and expenditures for seven basic public programs. Information on population and enrollments covers state access rates, interstate migration of students, enrollment mix by institutional sector, and student attendance patterns. Appended are a listing of institutions by classification, control, and state, and definitions and information on data sources. (SW)

ED 253 141 HE 018 031

Issues in Need Analysis: A Discussion Paper from the CSS Committee on Standards of Ability to Pay.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date—85

Note—71p; Paper prepared for discussion at the 1985 Regional Meetings of the College Entrance Examination Board. For related document, see HE 018 032.

Available from—College Board Publications, Box 886, New York, NY 10101.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, Dependents, Eligibility, Financial Needs, Higher Education, \*Income, \*Need Analysis (Student Financial Aid), \*Parent Financial Contribution, \*Self Supporting Students, \*Student Employment, Student Financial Aid

Identifiers—\*College Costs, \*College Scholarship Service NY, Uniform Methodology Model

Issues in student financial need analysis are considered, based on the work of the Committee on Standards of Ability to Pay (CSAP) of the College Scholarship Service. The three major sections of the paper concern: CSAP's preliminary recommendations for changes in the 1986-1987 Uniform Methodology; a review of some of the methodological issues that the CSAP investigated during 1984; and the treatment of dependent and self-supporting student earnings. The CSAP recommends changes in two areas of the Uniform Methodology: treatment of business and farm losses, and treatment of tax-deferred income. The CSAP invites the reactions and advice of member representatives on specific issues, including: the medical/dental allowance; the Asset Protection Allowance, and the treatment of pension assets and IRA/Keogh accumulations; it also solicits guidance on a new approach to treating family assets. Included as an appendix is a draft copy of the report by the Task Force on Student Earnings, a subcommittee of Needs Assessment and Delivery of the National Student Aid Coalition. After briefly discussing the basic philosophy of need analysis, this draft report

summarizes the Task Force's research on the ability of dependent students to earn and save, and the reasonableness of the current and proposed earnings expectations. (SW)

**ED 253 142** HE 018 032

The Future of Student Financial Aid and the Mission of the College Scholarship Service. A Discussion Paper Prepared for the 1985 Regional Assemblies of the College Board and CSS Assembly.

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.  
Pub Date—Feb 85

Note—17p; For related document, see HE 018 031.

Available from—College Board Publications, Box 886, New York, NY 10101.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Role, \*Agency Role, \*College Students, Delivery Systems, \*Financial Needs, Financial Support, Higher Education, \*Information Needs, \*Student Financial Aid, Trend Analysis

Identifiers—\*College Costs, \*College Scholarship Service NY

The ways in which the College Scholarship Service (CSS) can build its action agenda for the year 2000 are considered, based on concerns identified at a 1984 meeting of the CSS, a part of the College Entrance Examination Board. The following issues, taken from the meeting's official "Statement," are addressed: the goals of student aid, the shared responsibility for educational financing, information for students and families, delivery system improvements, college costs, the role of the financial aid administrator, the changing environment of student financial aid, and immediate challenges facing CSS. Information is needed about academic preparation, costs, aid, and available financing alternatives. One question that needs to be addressed is the extent to which student aid is helping to advance educational opportunity. CSS can facilitate the development of services, publications, and other activities that relate the financial and academic aspects of college planning. It can also provide useful analytic information about the implications of college costs that could assist aid administrators and other educators concerned about cost containment. Additional roles for the CSS are recommended. Appendices include the statement of the 1984 CSS meeting on which this paper is based, a list of meeting participants, and a list of 1984-1985 CSS Council members. (SW)

**ED 253 143** HE 018 035

Hengst, Herbert R.  
Educational Quality: Notes for the Future of the Americas.

Pub Date—Jul 84

Note—28p; Paper presented at the Second Congress of the Inter-American Society for Educational Administration (Brasilia, Brazil, July 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Environment, College Role, Departments, \*Educational Objectives, \*Educational Quality, Evaluation Criteria, Higher Education, Holistic Approach, Institutional Autonomy, Institutional Characteristics, Professional Autonomy, \*Reputation

Elements of educational quality and ways in which quality is estimated are identified, with specific attention to conditions that are prerequisite to achieving high levels of quality in universities. The quality of a university may be estimated by examining prestigious institutions based on reputational studies, by quantitative descriptions of selected institutional characteristics, or by an extension of both methods in what has been called an eclectic or holistic approach. These three approaches imply different understandings of quality. The reputational method treats only the academic department. Institutional characteristics through which excellence might be observed in universities include clarity of purpose, the degree of autonomy, the staff, and resources. The holistic/eclectic approach may permit confusions between primary and supporting functions in describing the quality of a university. It is possible to estimate the degree of clarity of an institution's purposes by examining the awareness evidenced by societal leaders, faculty, and students. The quality of a university seems to improve as its

autonomy increases, since autonomy of action is necessary to achieve its central purpose. (SW)

**ED 253 144** HE 018 045

Howard, Steve, Comp.

Challenge of Professionalism. Proceedings of the Annual Meeting of the Association of Physical Plant Administrators of Universities and Colleges (71st, Columbus, Ohio, June 17-20, 1984).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.  
Report No.—ISBN-0-913359-27-0

Pub Date—Jun 84

Note—442p.

Available from—Association of Physical Plant Administrators of Universities and Colleges, 1446 Duke Street, Alexandria, VA 22314-3492 (\$21 each, nonmembers; \$15 each, members).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Role, Asbestos, Building Operation, \*Campus Planning, College Administration, \*College Buildings, \*Computer Oriented Programs, Contracts, Energy Conservation, Equipment Maintenance, Facility Improvement, Financial Policy, Heating, Higher Education, \*Management Information Systems, \*School Maintenance, Telephone Communications Systems

Identifiers—Boilers, Contract Management, Deferred Maintenance

The challenge of professionalism is addressed in the 32 papers published in this Proceedings. The papers and their authors include: "New Concepts of Management: Challenges of Professionalism" (key-note address, Herman Birnbrauer); "Alternate Financing of Campus Projects" (F. Louis Fackler); "An Automated Work Order System for the Small University" (Charles W. Jenkins); "A Computerized Maintenance Management System for the Personal Computer" (P. Marques Davidson); "Making Architects/Engineers Respond to Physical Plant Needs" (Dennis P. Cesari); "State-of-the-Art Incineration: Design, Procurement & Operations" (Lawrence G. Doucet); "Application of Oxygen Trim Control to Small Packaged Boilers" (Robert L. Nelson); "Managing Maintenance Information, Part II" (Pieter J. van der Have); "Creative Funding of Energy Conservation Projects: Positive Cash Flow" (Eugene A. Simko, Thomas C. Chen); "The Impact of Installing a New Telecommunications System on Physical Plant Administrators" (John M. Casey); "Coping with Asbestos" (John Skubal, Harold Harp); and "Method for Investigating Feasibility for Contracting Physical Plant Services" (Howard A. Wells, Jr.). (SW)

**ED 253 145** HE 018 047

Bjork, Lars G.

The Function of Cognitive Imaging in a Developing Research University.

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984). For related documents, see HE 018 049-051.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Change Strategies, \*College Role, Educational Change, Higher Education, Institutional Advancement, \*Institutional Characteristics, Publicity, Public Relations, \*Reputation, Research and Development, Research Projects, School Organization, \*State Universities

Identifiers—Cognitive Imaging, \*Research Universities, \*University of New Mexico

Cognitive imaging was investigated as one factor associated with the development of the University of New Mexico from an undergraduate teaching institution toward becoming a nationally-ranked graduate research university. A longitudinal, ethnohistorical study was undertaken for the 1967-1978 period. The qualitative research methodology involved an extensive review of institutional documents and informal interviews with key university administrators. Creating a cognitive image of the university's future appears to have enabled institutional leaders to modify the institution's organizational structure, including the establishment of the Office of the Vice President for Research, promoting campus research, securing external research support, and protecting faculty research interests.

All of these steps were part of the institution's creation of a new image as a research university. Statistics on research performance were used to judge the university's success in the transformation. The measures involved, including research proposals submitted, proposals funded, and research expenditures, appeared to contribute to the changing image of the university as a research institution. Theoretical propositions suggested by the creation of the university's cognitive image are identified. (Author/SW)

**ED 253 146** HE 018 048

O'Donnell, Sheryl, Ed. Shaver, Barbara, Ed.

Women's Scholarship: A Curriculum Handbook. A Project for Curriculum Development in Women's Scholarship.

North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date—Dec 81

Note—333p.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Affirmative Action, Career Planning, \*College Programs, \*Curriculum Development, Equal Opportunities (Jobs), \*Females, Higher Education, Instructional Development, \*Nursing Education, Professional Education, Research Projects, \*Scholarship, Sex Discrimination, Sex Stereotypes, \*Women's Studies

Identifiers—Chile, \*University of North Dakota

Curriculum and instructional development approaches that are designed to promote scholarship on women are described in 22 articles. The articles, which are based on the Women's Scholarship Project at the University of North Dakota, concern: career planning, women's studies courses, professional studies, research, and the theoretical applications of women's scholarship. The following are among the articles presented: "What Can Be Done to Aid a Woman in Her Career Decision-Making Process" (Jole A. Williams); "Women and Mathematics" (David J. Uherka); "Some Milestones on the Road to Equal Employment Opportunities for Women" (W. Fred Lawrence); "The Issue of Sexism in Multicultural Education" (Janet Goldenstein Ahler); "Integrating Women's Issues into the Course 'Human Behavior in the Social Environment'" (Leola Furman); "Toward Equity in Nursing: The Role of Education" (Sandra L. Warner); "Women in Music Education: Some Perspectives and Prospects for Higher Education" (Barrie Wells); "Women in Society and Culture: An Anthropological Perspective. Resource Guide for Selected Topics and Materials" (Gretchen Chesley Lang); "(History) Politics and the Status of Women in Chile" (Barbara M. Shaver); "Women's Studies: Its Problem and Impact on the Campus and the Professional Associations" (D. N. Khactu). (SW)

**ED 253 147** HE 018 049

Bjork, Lars G.

The Implications of Structural Reorganization in an Emerging Research Institution.

Pub Date—Jan 84

Note—34p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1984). For related documents, see HE 018 047 and HE 018 050-051.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Change Strategies, \*College Role, Higher Education, Institutional Characteristics, \*Organizational Change, \*Reputation, Research and Development, Research Projects, School Organization, \*State Universities

Identifiers—\*Research Universities, \*University of New Mexico

Structural reorganization was investigated as one factor associated with the development of the University of New Mexico from an undergraduate teaching institution toward becoming of a nationally-ranked graduate research university. A longitudinal, ethnohistorical study was undertaken for the 1967-1978 period. The qualitative research methodology involved an extensive review of institutional documents and informal interviews with key university administrators. Attention was directed to the university's modification of its organizational structure as an adaptive response to changes in its environment that placed increasing emphasis on campus research as a measure of institutional stature. The creation of the Office of the Vice President for Research further differentiated the institution's organizational structure to strategically focus on the

university's research support environment; the structure was modified to focus specifically on encouraging and supporting faculty research. Two theoretical propositions are suggested, based on structural reorganization resulting from external pressures. The development of grounded theory in general is addressed, as well as the relationship between the federal government and the university research community. (Author/SW)

ED 253 146 HE 018 050

Bjork, Lars G.

**Environmental Uncertainty and External Resource Acquisition: Implications for a Developing Research University.**

Pub Date—Jan 84

Note—39p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1984). For related documents, see HE 018 047 and HE 018 049-051. Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Case Studies, \*Change Strategies, \*College Role, Economic Factors, Educational Cooperation, \*Financial Support, \*Fund Raising, Higher Education, Institutional Characteristics, Organizational Change, Reputation, Research and Development, Research Projects, School Organization, \*State Universities

Identifiers—\*Research Universities, \*University of New Mexico

External resource acquisition was investigated as one factor associated with the development of the University of New Mexico from an undergraduate teaching institution toward becoming a nationally-ranked graduate research university. A longitudinal, ethnohistorical study was undertaken for the 1967-1978 period. The qualitative research methodology involved an extensive review of institutional documents and informal interviews with key university administrators. Attention was directed to the strategic decision by key university administrators to establish the Office of the Vice President for Research as a means of promoting campus research and securing external research support. The findings indicate that the greater the dependency of an institution on its external environment for the support of faculty research, the more active key administrators will be in securing resources. In addition, the greater the threat to the university's ability to secure research support, the more likely the institution will be to participate in interinstitutional coalitions. Administrative corrective action, triggered by an exogenous shock, took the form of a political-economic coalition focused on enhancing the institution's resource position. Theoretical propositions suggested by the findings are identified. (Author/SW)

ED 253 149 HE 018 051

Bjork, Lars G.

**Inter-Organizational Cooperation in a Competitive Research Environment.**

Pub Date—Jan 84

Note—43p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1984). For related documents, see HE 018 047 and HE 018 049-050. Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Case Studies, Change Strategies, College Role, \*Competition, Economic Factors, \*Financial Support, Fund Raising, Higher Education, Institutional Characteristics, \*Intercollegiate Cooperation, Interprofessional Relationship, \*Organizational Change, Reputation, Research and Development, Research Projects, School Organization, \*State Universities

Identifiers—\*Research Universities, \*University of New Mexico

Inter-organizational cooperation was investigated as one factor associated with the development of the University of New Mexico from an undergraduate teaching institution toward becoming a nationally-ranked graduate research university. A longitudinal, ethnohistorical study was undertaken for the 1967-1978 period. The qualitative research methodology involved an extensive review of institutional documents and informal interviews with key university administrators. Attention was directed to the creation of the Office of the Vice President for Research as a means of promoting and supporting campus research. The findings suggest that inter-organizational cooperation enabled institu-

tional leaders to adapt to shifts in the external research support environment and the increased level of competition for research funds. The level of inter-organizational cooperation increased as the level of resource uncertainty and competition increased, moving from mutual adjustment to alliance and to corporate forms of relationships. This cooperation decreased as those conditions were ameliorated. Theoretical propositions concerning inter-organizational cooperation in developing research universities are identified. The development of grounded theory in general is also briefly addressed. (Author/SW)

ED 253 150 HE 018 055

Lybeck, Lef

**Subject Didactic Studies of Research Training in Biology and Physics.**

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—30 Oct 84

Note—16p.

Available from—National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Journal Cit—Swedish Research on Higher Education; 1984:2

Pub Type—Reports—Descriptive (141)—Collected Works—Serials (022)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Biology, Educational Research, Foreign Countries, \*Graduate Students, Higher Education, Physics, Researchers, \*Research Projects, Scientific Concepts, \*Scientific Research, \*Student Research, \*Supervision, Supervisors, \*Theses

Identifiers—Sweden

The objectives and design of a 3-year study of research training and supervision in biology and physics are discussed. Scientific problems arising from work on the thesis will be a focus for the post-graduate students and their supervisors. Attention will be focused on supervisors' and students' conceptions of science, subject range, research, knowledge, supervision, conditions of research, and research training. The analysis involves: observing research groups in their daily work; analyzing students' diaries; and interviewing students and supervisors about their conceptions of science, research, and knowledge. The theoretical framework will be the phenomenographical approach, which is the pedagogical research approach developed at the Department of Education, University of Gothenburg. The background for the study is considered, along with perspectives based on pedagogics and the theory of science. Also included is a review of the literature in education, psychology, the theory of science, the history of science, philosophy, and sociology. (SW)

ED 253 151 HE 018 056

Ohlsson, Rolf Nilsson, Anders

**The Labor Market and Structural Changes in the Economy: Higher Education as a Sorting Device?**

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—3 Dec 84

Note—20p.

Available from—National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Journal Cit—Swedish Research on Higher Education; 1984:7

Pub Type—Reports—Descriptive (141)—Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Career Planning, \*College Role, \*Economic Climate, \*Education Work Relationship, \*Employment Patterns, Foreign Countries, Higher Education, Labor Force Development, \*Labor Market, Occupational Mobility, Salaries

Identifiers—Sweden

The Swedish employment structure and the role of colleges in preparing people for work is being studied by the Swedish Research on Higher Education program. The project is designed to survey changes in the Swedish economy and employment structure during the postwar period; assess the extent to which business and industry have given priority to the cognitive function of education, as opposed to the function of creating and transmitting information about the student; and to examine the

extent to which higher education has adapted to changes in the employment structure. Topics of concern include: mobility in the labor market, wages at the recruiting stage as well as after the first years of employment, changes in the hierarchy of employees, and unemployment statistics. Attempts by the Swedish government to steer higher education in the direction of vocational training are also assessed. The study is based on the assumption that colleges generate and collect information about the students' abilities, which is transmitted to the student and to employers. Education develops students' skills and therefore increases the individual's productivity. Different theories/models of the role of colleges are discussed, including the human-capital theory, sorting models, and filtering/screening models. (SW)

ED 253 152 HE 018 057

Davidson, Michael S.

**Report of the Seventy-Five Minute Task Force.**

Montclair State Coll., Upper Montclair, N.J.

Pub Date—24 Sep 84

Note—38p.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Governing Councils, \*College Instruction, Higher Education, Institutional Research, Needs Assessment, Questionnaires, \*School Schedules, \*Student Attitudes, \*Teacher Attitudes, \*Time Factors (Learning), Time on Task

Identifiers—\*Class Length, \*Montclair State College NJ

The advantages and disadvantages of changing class lengths at Montclair State College to a standardized 75-minute period were studied by a faculty senate task force. The task force assessment involved: a faculty survey of the proposal for changing class periods; consideration of comments submitted by faculty, staff, and others; an open discussion at the college; a student survey; evaluation of type of class schedules used by other New Jersey state colleges; and a review of the literature. Of the 37 percent of the faculty responding to the survey, about three-quarters did not want to have a 75-minute class period. Seventy-one percent of these faculty respondents had previously taught a 75-minute class. Reasons for not wanting the standardized 75-minute class included difficulty maintaining attention, and the need for a variety of class periods to meet various teaching needs. Seventy percent of the faculty preferred the college's present combination of variable class times, while 25 percent preferred to have all 50-minute classes. Of the 315 students responding to a survey, 56 percent were against and 40 percent were for the proposal. Additional findings of the survey, discussions, and evaluation of other colleges are discussed. The questionnaires are appended. (SW)

ED 253 153 HE 018 058

**Review of the University of Alaska FY 1986 Operating and Capital Budgets.**

Submitted to the Governor and the Fourteenth Alaska State Legislature. Document No. 85-3.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—30 Nov 84

Note—90p.

Available from—Alaska Commission on Postsecondary Education, Pouch FF, 400 Willoughby Avenue, Juneau, AK 99811.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Access to Education, \*Budgets, College Credits, \*College Programs, \*Degrees (Academic), Educational Demand, Educational Supply, Enrollment Trends, Higher Education, \*Institutional Evaluation, Resource Allocation, State Aid, \*State Universities, \*Student Characteristics

Identifiers—Alaska, \*University of Alaska

A review of the University of Alaska's operating and capital budget submission for fiscal year 1986 is presented, directed at the educational and programmatic impact of the budget request. Five recommendations endorsed by the Alaska Commission on Postsecondary Education are analyzed. Additional contents include: summary information for the University of Alaska on degrees offered and awarded from 1978 to 1984 for each unit; a profile of students attending the university system according to age, part-time and full-time status, and ethnicity; and



forecasts of general fund unrestricted revenues. The recommendations are as follows: (1) the university should continue its review of degree programs that may be underproductive; (2) the university should explore strategies for increasing productivity at all university campus centers; (3) the university should design and implement a program to assess knowledge, intellectual capacities, and skills developed in students through academic and cocurricular programs; (4) the university should consider establishing a weekend degree program, since there are a number of older part-time students; and (5) research should be reviewed as it relates to state needs. Appended are definitions of college programs. (SW)

ED 253 154 HE 018 059

Marks, Joseph L.  
Higher Education Enrollment, 1982: Trends in the Nation and the South.  
Southern Regional Education Board, Atlanta, Ga.  
Pub Date—84  
Note—107p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 (\$6.00).

Pub Type—Numerical/Quantitative Data (110)  
EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Black Colleges, \*Black Students, \*College Students, \*Enrollment Trends, Full Time Students, \*Geographic Regions, Graduate Students, Higher Education, \*Hispanic Americans, National Surveys, Part Time Students, Population Trends, Private Colleges, Professional Education, State Colleges, State Surveys, Trend Analysis, Undergraduate Students

Identifiers—Public Colleges, \*United States (South)  
Trend data on college enrollments for 1976-1982 for the nation and the south are presented. Data are provided on total headcount enrollment, Black enrollment, and Hispanic enrollment for the United States and 14 southern states that represent the Southern Regional Education Board (SREB). Black and Hispanic enrollment percentages and population distributions by state are also indicated, along with enrollment by level and type of institution (public, private, predominantly black), and enrollment by sex. Detailed tables for each southern state and the nation cover total fall 1982 enrollment by race and ethnic background, type of institution, level, and full-time/part-time status. Data on biennial enrollment trends over the 1976-1982 period are also presented, along with 1982 enrollment data for predominantly and traditionally black colleges and universities and for predominantly Hispanic institutions. Data are provided for the following SREB states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (SW)

ED 253 155 HE 018 060

Brownlee, John J.  
Academic Turbulence and the Crisis of Professional Satisfaction.  
California State Univ. Foundation, Northridge.  
Pub Date—84  
Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, Employment Practices, \*Faculty College Relationship, Higher Education, \*Job Satisfaction, Retrenchment, \*Teacher Morale, \*Teaching (Occupation), Work Attitudes

Problems affecting the profession of college teaching are considered, along with the reasons for the persistence of faculty in academia. In some fields, practically no mobility remains today. Many faculty end up teaching at a college that they would not have chosen to attend. While teaching and research may focus on important national and world problems, few faculty have power to influence them. The same lack of individual influence prevails within the campus. During the 1970s and 1980s, higher education has stagnated. Liberal arts schools and the humanities have come under attack by the new emphasis on career training. Rewards, recognition, and status have been less frequent for faculty, and lagging salaries have undermined the reward system. Some departments are not hiring, and the full professor has no sense of apprenticeship colleagues. Many part-time faculty are being used, with little compensation, recognition, and few benefits. Reasons for staying in the academic profession include the internal reward of intellectual pursuits, interest in teaching and students, and the relatively high

public opinion of college teachers, who often are considered experts in their fields. Faculty members are free to express their ideas in class, to be eccentric, to have flexible work hours, and to enjoy a pleasant, park-like campus environment. (SW)

ED 253 156 HE 018 061

National College-Bound Seniors, 1984.  
College Entrance Examination Board, New York, NY. Admissions Testing Program; Educational Testing Service, Princeton, NJ.  
Report No.—ISBN-0-87447-202-4  
Pub Date—84

Note—24p.; For related document, see HE 018 062.

Available from—College Board, 888 Seventh Avenue, New York, NY 10106 (\$5.00).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, \*College Bound Students, \*College Entrance Examinations, Comparative Analysis, \*Educational Background, Ethnic Groups, \*Family Characteristics, Higher Education, \*High School Seniors, Minority Groups, National Surveys, Racial Differences, Sex Differences, Student Characteristics, White Students

Identifiers—\*Scholastic Aptitude Test, Test of Standard Written English

A summary report on the backgrounds of the 1984 class of high school graduates is provided with comparisons by sex, based on findings of the College Board's Admissions Testing Program and the Student Descriptive Questionnaire. Narrative and statistical information covers students' educational and family backgrounds, with attention to: ethnic background and annual parental income by ethnic group; scores on the Scholastic Aptitude Test (SAT), Test of Standard Written English, and SAT Achievement Tests; type of high school; self-reported grades in high school by subject, and self-reported class rank by SAT average; number of years of study by subject; estimated high school grade point average; extracurricular activities in high school and plans for college; plans to ask college for special assistance, by areas of need and ethnic group; plans for advanced degrees; intended areas of study in college; advanced placement plans by honors course participation; housing preferences during college study; and estimated parental contribution toward applicant's education by SAT average. It was found that the average SAT verbal score rose one point from the previous year to 426, and the average mathematics score rose three points to 471. (SW)

ED 253 157 HE 018 062

Arbeiter, Solomon  
Profiles, College-Bound Seniors, 1984.  
College Entrance Examination Board, New York, NY. Admissions Testing Program.  
Report No.—ISBN-0-87447-202-4  
Pub Date—84

Note—117p.; For related document, see HE 018 061.

Available from—College Board, 888 Seventh Avenue, New York, NY 10106 (\$5.00).

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, \*College Bound Students, \*College Entrance Examinations, Comparative Analysis, \*Educational Background, Ethnic Groups, \*Family Characteristics, Higher Education, \*High School Seniors, Minority Groups, National Surveys, Questionnaires, Racial Differences, Sex Differences, Student Characteristics, White Students

Identifiers—\*Scholastic Aptitude Test, Test of Standard Written English

Detailed profiles of the ethnic, racial, male, and female populations of 1984 graduating high school seniors are presented, based on findings of the College Board's Admissions Testing Program and the Student Descriptive Questionnaire. The degree of similarity in background and experience can be assessed for males and females and for the following racial/ethnic groups: American Indian, Asian/Pacific American, Black, Mexican-American, Puerto Rican, and White, and those students who classify themselves as "others." Comparative data on the educational and family backgrounds for each of the

student populations are followed by detailed profiles by group. Information is included on: parents' educational training; annual parental income; student part-time employment during high school; type of high school and secondary program; number of years of study by subject; degree-level goals; intended areas of study; and scores on the Scholastic Aptitude Test (SAT), Test of Standard Written English, and SAT Achievement Tests. To show the influence of family and educational background on test scores, SAT math and verbal percentile scores (25th, 50th, and 75th) are indicated for the study groups for each of the background variables. It is noted that the number of minority college-bound seniors rose by nearly 6 percent from 1983 to 1984. The Student Descriptive Questionnaire is appended. (SW)

ED 253 158 HE 018 064

Eighteenth Annual Rank-Order Distribution of Administrative Salaries Paid, 1984-85.  
Arkansas Univ., Fayetteville. Office of Institutional Research.  
Pub Date—31 Dec 84  
Note—127p.

Available from—University of Arkansas, Office of Institutional Research, 318 Administration Building, Fayetteville, AR 72701 (\$7.00).

Pub Type—Numerical/Quantitative Data (110)  
EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*Administrators, \*College Administration, \*Compensation (Remuneration), Deans, Doctoral Degrees, Geographic Regions, Higher Education, National Surveys, \*Salaries, \*State Universities

Results of a survey of salaries of full-time administrators at public, doctoral-granting institutions for 1984-1985 are presented. A ranking of salaries paid among 151 state-supported universities representing 47 states and 33 university systems representing 27 states is given. Salary data are also arranged into the nine regions defined by the Equal Opportunity Commission. A separate table indicates salaries paid to officers of university systems, which have a separate administrative structure for multiple general academic institutions, at least one of which has doctoral offerings. Information is included on whether a salary is paid for a position with a dual function. To provide anonymity, the universities are not identified with their salaries, but are listed separately. Four positions have been added to the 1984-1985 report: Dean of Dentistry, Dean of Health Professions, Dean of Public Affairs, and the combined position of Graduate Dean and Vice President of Research Services. (SW)

ED 253 159 HE 018 065

Evance, Donna Clark  
Selecting and Implementing the Right Computer System.

Pub Date—Jan 85

Note—7p.

Journal Cit—Business Officer; p30-34 Jan 1985

Pub Type—Guides—Non-Classroom (055)—Journal Articles (080)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, Business, College Administration, Computer Oriented Programs, \*Computers, Computer Software, Data Processing, Decision Making, Higher Education, \*Management Information Systems, \*Needs Assessment, \*Program Implementation, \*Purchasing, \*Selection

Steps that should be followed in choosing and implementing an administrative computer system are discussed. Three stages are involved: institutional assessment, system selection, and implementation. The first step is to define the current status of the data processing systems and the management information systems at the institutions. Future administrative computing needs must also be defined. Broad-based involvement during the needs assessment process will promote support for eventual decisions on systems acquisition. The next step is to define the general hardware and software options. Other institutions and businesses might be visited to observe their computer system operations. Setting objectives for improving administrative computing should also be completed during the assessment phase. Steps in the system selection phase are: define the evaluation criteria, narrow the field of possible vendors, arrange vendor demonstrations, contact current customers, visit the corporate offices of each vendor, and make a contract with the new vendor. During the implementation stage, it is

important to assign responsibilities, plan the implementation schedule, design the training program, make data conversions, create procedures manuals, and establish a users' group. (SW)

**ED 253 160** HE 018 066

Mathews, Keith W.

**Personal Computers in the Business Office.**

Pub Date—Jan 85

Note—6p.

Journal Cit—Business Officer; p35-38 Jan 1985  
Pub Type—Journal Articles (080)—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Responsibility, Budgeting, \*College Administration, \*Computer Oriented Programs, Data Processing, Higher Education, \*Management Information Systems, \*Microcomputers, Reports, \*School Business Officials

Identifiers—\*Spreadsheets

Uses of personal computers, or microcomputers (micros), by college business offices are discussed, with attention to safeguards. An advantage of using micros is that business officers can develop their own applications with purchased software and need not depend on the data processing staff. The micros, which are located in the business office and are under its control, can be used for word processing or to develop and maintain work schedules, critical path analyses, and personal appointment calendars. Graphics software can aid in the preparation of many documents, and spreadsheet software creates an accountant's worksheet or matrix on the video display screen. Micros can also be used by administrators for budget modeling to create budget guidelines, and for special reports, including gift campaign summaries, unrestricted gifts and pledges, construction projects, debt service requirements, and present-value calculations for capital budgeting. Although a school should maintain most of its database on its mainframe computer or in a distributed data system network, administrators can use personal computers for selected data files. An example of a spreadsheet for the allocation of plant operation and maintenance costs to benefit cost objectives is included. (SW)

**ED 253 161** HE 018 067

Jenkins, William A.

**The Role of the Chief Financial Officer in Large Public Universities.**

Pub Date—Jan 85

Note—6p.; Article based on chapter 5 of a 1983 study entitled "The Role of Chief Financial Officers in Large Public Institutions."

Journal Cit—Business Officer; p27-30 Jan 1985  
Pub Type—Journal Articles (080)—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Characteristics, \*Administrator Responsibility, \*College Administration, Educational Background, Higher Education, Interprofessional Relationship, \*School Business Officials, School Size, \*State Universities

Identifiers—\*Chief Financial Officers

The characteristics and qualifications of chief financial officers (CFOs) of large public universities, the internal organizational relationships of CFOs, and their responsibilities were studied in 1983. Findings of a similar 1973 study are also considered. A total of 135 usable questionnaire responses provided information on age; sex; length of time as CFO; previous professional experience; career goals; educational level; specialization in highest degree; selection factors; relationship with the president, governing board and chief academic officers; areas of responsibility; and title of position. Respondents also indicated the scope of the CFO's responsibilities and the variables that affected the scope of responsibility, including enrollment size and student composition, single- or multi-campus structure, and the CFO's qualifications. It was found that most CFOs carry the words "vice president" in their title. In one-fifth of the colleges, business and financial responsibilities were shared by two or more vice presidents. Academic training for CFOs seemed to be mainly in business administration and management, although several respondents had specialized in educational administration. Additional findings and eight recommendations for further study are presented. (SW)

**ED 253 162** HE 018 068

O'Donnell, Sheryl, Ed. Shaver, Barbara, Ed.

**Women in Higher Education.**

Spons Agency—North Dakota Univ., Grand Forks.

Office of Instructional Development.

Pub Date—Sep 81

Note—25p.; Essays based on seminars at the University of North Dakota (Grand Forks, ND, 1980). A publication of the Women's Equity Committee.

Available from—Plainswoman, P.O. Box 8027, Grand Forks, ND 58202.

Journal Cit—Plainswoman; v5 n1 Sep 1981

Pub Type—Collected Works - Serials (022)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrators, \*College Curriculum, College Mathematics, \*College Students, \*Females, Higher Education, Leadership, Rural Education, Scholarship, \*Sex Bias, \*Womens Education, \*Womens Studies

Identifiers—Mott (Emma), \*University of North Dakota

Articles on women's studies and females in higher education are presented in this publication. A University of North Dakota project that sought to promote the integration of new research and scholarship results into the curriculum is described in "Women's Equity Committee Offers a Model Project," (Leola Furman, Robert Young). Historical perspectives on the exclusion of the contributions of women in college studies and current biases toward women as students and teachers are addressed in "We're Not Pretending Anymore: Women's Studies in the Curriculum" (Sheryl O'Donnell). Past, present, and future issues concerning math education for women are covered in "Women's Math Problems Can Be Solved," (David J. Uherka). Perspectives of a woman journalist on doing a professional job and the prospects for women in top executive positions in society are offered in "Meanwhile, Back at the Ranch" (Jessie Goddard). Additional articles and contributors include: "Portrait of a Powerful Female Leader in Brittany, France" (Martha Kay Parker); "Emma Mott, Lady Instructor, 1884-85" (Elizabeth Hampton); "Rural Teaching Is Not Safe" (Charles McCanna's 1944 letter); and "The Study of Women Proceeds" (Sandra Donaldson). A list of publications concerning women's studies is included. (SW)

**ED 253 163** HE 018 069

Young, Robert E.

**Access to Postsecondary Education in North Dakota: A Case for Open Admissions. Instructional Development Report.**

North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date—84

Note—16p.

Available from—University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, \*College Admission, Educational Benefits, Educational Opportunities, \*Educational Policy, \*Open Enrollment, Postsecondary Education, Public Opinion, \*Public Policy

Identifiers—\*North Dakota

Reasons for an open admissions policy in North Dakota, results of this policy, and future considerations are discussed. While graduates of accredited/approved high schools are eligible for college admission to institutions in the state, restrictions exist for out-of-state students. More than 40 programs across the state restrict enrollment, based on capacity, academic requirements, or personal characteristics. Surveys reveal public opinion in favor of open admissions in the state. North Dakotans believe that education has positive results for the individual and the society. Postsecondary education in North Dakota has historically served to compensate for the difficulties in providing high school education in a poor, rural state. Open access to college has promoted social equality and economic progress. Aptitude test scores of students at the University of North Dakota are not low, compared to the national averages. As a state responsibility, an open admissions policy requires financial backing. For students whose preparation has been inadequate, an institution should provide special classes and individual assistance. It is concluded that quality and open admission are not inconsistent. (SW)

**ED 253 164** HE 018 070  
An Inventory of Academic Degree Programs in

South Carolina, Tenth Edition.

South Carolina Commission on Higher Education, Columbia.

Pub Date—84

Note—174p.

Available from—South Carolina Commission on Higher Education, 1429 Senate Street, Columbia, SC 29201.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Academic Education, \*College Programs, Higher Education, \*Private Colleges, \*State Colleges, State Surveys, \*Technical Institutions, \*Two Year Colleges

Identifiers—Public Colleges, \*South Carolina

An inventory of academic degree programs in South Carolina is presented to aid institutional and statewide planners and others who want to determine institutions offering a specific program. A first section lists 42 academic programs and indicates the schools offering each program. A second section listing public and private colleges identifies the degree programs offered by each. The programs are arranged according to a standard classification: the National Center for Education Statistics (NCES) Classification of Instructional Programs. The NCES taxonomy codes for each program are included, along with the type of degree/certificate awarded. The institutions in the guide are also listed by type: public senior colleges and universities, four-year campuses of the University of South Carolina, private senior colleges and universities, two-year campuses of the University of South Carolina, private two-year colleges, and technical colleges. (SW)

**ED 253 165** HE 018 071

Henderson, Cathy Ottinger, Cecilia

**Employment Prospects for College Graduates. Policy Brief.**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—Nov 84

Note—8p.

Available from—American Council on Education, One Dupont Circle, Washington, DC 20036-1193.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Graduates, Demand Occupations, \*Economic Climate, Employment Patterns, \*Employment Projections, Higher Education, Job Satisfaction, \*Labor Market, Majors (Students), National Surveys, Nonprofessional Personnel, \*Occupational Information, Professional Personnel, Trend Analysis, \*Underemployment, Unemployment

Recent and projected trends in the economy and implications for college graduates are considered. Projected changes during 1982-1995 in the employment of college-educated workers are indicated for about 85 occupations, using percentages indicating fast to slow increases/decreases in opportunity. Employment forecasts for the following types of workers are also offered: professional, technical, and service workers; managers, sales, and craft workers; and operatives, laborers, private household workers, and farmers. Factors that affect job satisfaction and the effect of underemployment on work attitudes are also addressed, along with the effect of labor market shifts on students' choice of major. Finally, advice to college graduates on finding a job is included. It is suggested that college graduates have increased job opportunities and a lower probability of unemployment. However, a continued tight labor market for college graduates is projected. A slight surplus of college graduates relative to the economy's demand for highly educated workers will likely mean that, through 1995, one in four graduates will accept employment in a position that traditionally has not required a college-trained worker. The largest job growth is expected in the fields of health, engineering, and computer sciences. (SW)

**ED 253 166** HE 018 072

**University Benefits Survey. Part I (All Benefits Excluding Pensions).**

University of Western Ontario, London.

Spons Agency—Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—ISBN-0-88799-194-7

Pub Date—Dec 84

Note—147p.; For related document, see HE 018

073.  
Available from—Council of Ontario Universities,  
139 St. George Street, Suite 8039, Toronto, Ont-  
ario, M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) —  
Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*College Faculty, \*Fringe Benefits,  
Health Insurance, Higher Education, \*Insurance,  
Leaves of Absence, Program Administration, Sab-  
batical Leaves, School Personnel, \*Teacher Em-  
ployment Benefits

Identifiers—\*Ontario

Results of a 1984 survey of benefits, excluding  
pensions, for 17 Ontario, Canada, universities are  
presented. Information is provided on the following  
areas: questions on general benefits, such as insur-  
ance plans, communication of benefits, proposed  
changes in benefits, provision of life and disem-  
berment insurance, and maternity leave policy; On-  
tario health insurance; supplementary health  
insurance; long-term disability; sick leave entitle-  
ment; sick leave benefits continuance; long-term  
disability benefits continuance; life insurance; sur-  
vivor benefits; dental plans; postretirement benefits;  
vacation entitlement; sabbatical leave policies;  
housing loan (mortgage) policies; free tuition pol-  
icies; parking policies; and access to athletic facil-  
ities. The following universities are covered: Brock  
University, Carleton University, University of  
Guelph, Lakehead University, Laurentian Univer-  
sity, McMaster University, Ontario Institute for  
Studies in Education, University of Ottawa,  
Queen's University, Ryerson, University of Toron-  
to, Trent University, University of Waterloo,  
University of Western Ontario, Wilfrid Laurier Univer-  
sity, University of Windsor, and York Univer-  
sity. (SW)

ED 253 167

HE 018 073

University Benefits Survey. Part II (Pensions).  
University of Western Ontario, London.

Spons Agency—Council of Ontario Universities,  
Toronto; Ontario Association of University Per-  
sonnel Administrators, Toronto; Ontario Con-  
federation of University Faculty Associations,  
Toronto.

Report No.—ISBN-0-88799-195-5

Pub Date—Dec 84

Note—47p; For related document, see HE 018  
072.

Available from—Council of Ontario Universities,  
139 St. George Street, Suite 8039, Toronto, Ont-  
ario, M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) —  
Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Faculty, Comparative Anal-  
ysis, Early Retirement, Eligibility, Foreign  
Countries, Higher Education, Program Adminis-  
tration, \*Retirement Benefits, \*Teacher Retirement

Identifiers—Annuities, \*Ontario

Results of a 1984 survey of pensions plans in 17  
Ontario, Canada, universities are presented. Infor-  
mation is provided on: eligibility, types of plan,  
member contributions, university contributions,  
benefits on normal retirement (age 65) and on early  
retirement (age 55), trustee and investment man-  
ager, and pension committee composition and sta-  
tus. There are nine defined benefit plans, seven  
money purchase plans with minimum guarantees,  
and one money purchase plan with no guarantees;  
one university has a plan with minimum guarantees  
for those who were 45 years of age and belonged to  
the old plan as of July 1970. Contribution rates vary  
widely, and in all but four plans, university contribu-  
tions at least match member contributions, but must  
also provide the benefits occurring under the plan.  
Indexing and annuities are also covered, along with  
benefit provisions on termination of employment  
and on death. The following universities are cov-  
ered: Brock University, Carleton University, Uni-  
versity of Guelph, Lakehead University, Laurentian  
University, McMaster University, Ontario Institute  
for Studies in Education, University of Ottawa,  
Queen's University, Ryerson, University of Toron-  
to, Trent University, University of Waterloo,  
University of Western Ontario, Wilfrid Laurier Univer-  
sity, University of Windsor, and York Univer-  
sity. (SW)

ED 253 168

HE 018 074

Shreve, William And Others  
Contracting for Merit Pay: The Eastern Washing-  
ton University Department of Education Merit

Pay System.

Eastern Washington Univ., Cheney.

Pub Date—[84]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compensation (Remuneration), Em-  
ployment Practices, \*Faculty Evaluation, Higher  
Education, Incentives, \*Merit Pay, \*Performance  
Contracts, Personnel Policy, Scholarship,  
\*Schools of Education, \*Teacher Effectiveness,  
Teacher Participation, \*Teacher Salaries

Identifiers—\*Eastern Washington University

The philosophy, operations, and applications of  
the Eastern Washington University Department of  
Education Merit Pay System are described. The sys-  
tem is designed to: eliminate arbitrary assessments,  
reward desired behaviors, award merit pay to those  
achieving designated goals, individualize rewards,  
encourage cooperation, and simplify evaluative pro-  
cedures. A list of desired teacher behaviors, which  
can be developed in cooperative meetings between  
administrators and professors, includes teaching  
performance and scholarly and professional  
achievement. Participation in the merit pay system  
is voluntary. Faculty can contract with the merit  
pay committee for a certain type and level of  
achievement. Participants may design a project,  
such as major research or writing a book. Once se-  
lections are made, each professor knows what types  
of work must be accomplished to receive merit pay.  
The contract system of merit pay increases self-es-  
teem, emphasizes self-directed learning, allows for  
individual differences, and overcomes objections to  
arbitrary evaluative techniques. The application of  
the merit pay system to public school systems is also  
briefly addressed. (SW)

ED 253 169

HE 018 076

Fund for the Improvement of Postsecondary Edu-  
cation Fiscal Year 1983 Awards.

Fund for the Improvement of Postsecondary Edu-  
cation (ED), Washington, DC.

Pub Date—14 Oct 83

Note—48p; For related document, see HE 018  
077.

Pub Type—Reference Materials - Directories/Cat-  
alogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Instruction, \*Curriculum De-  
velopment, \*Demonstration Programs, Faculty  
Development, \*Federal Aid, \*Grants, Improve-  
ment Programs, \*Instructional Improvement,  
Needs Assessment, \*Postsecondary Education,  
Program Descriptions, \*Student Development

Identifiers—\*Fund For Improvement Of Post-  
secondary Education

Information on fiscal year 1983-1984 awards  
made through the Fund for the Improvement of  
Postsecondary Education is provided. A list of re-  
cipients of new and continuation comprehensive  
program awards and final year dissemination  
awards is presented, along with new Mina Shaugh-  
nessy Scholars. For each new and continuation  
recipient, a statement of the scope of the program is  
provided, along with the address, phone number,  
and name of the project director. An explanation of  
the Mina Shaughnessy Scholar program is included,  
along with the credentials of the individual recipi-  
ents. Thirteen awards were made in 1983 under the  
scholars program, which is designed to support  
practitioners with extensive and unusual experience  
in improving teaching and learning at the post-  
secondary level. Most of the Shaughnessy Scholars  
are writing books or articles, some are producing  
media-related materials, and some are lecturing.  
(SW)

ED 253 170

HE 018 077

Fund for the Improvement of Postsecondary Edu-  
cation Project Descriptions.

Fund for the Improvement of Postsecondary Edu-  
cation (ED), Washington, DC.

Pub Date—Oct 84

Note—53p; For related document, see HE 018  
076.

Pub Type—Reports - Descriptive (141) — Refer-  
ence Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Instruction, \*College School  
Cooperation, \*Curriculum Development, \*Fed-  
eral Aid, Females, Foreign Students, \*Grants, Im-  
provement Programs, Instructional Improvement,  
Minority Groups, \*Postsecondary Education,  
Program Descriptions, Research Skills, School  
Business Relationship

Identifiers—\*Fund For Improvement Of Post-  
secondary Education

Descriptions of 155 programs supported by the  
Fund for the Improvement of Postsecondary Edu-  
cation are provided. In addition to a brief statement  
of the scope of each program, the project director,  
address, and phone number are identified. Topics  
addressed by the programs include: ensuring ade-  
quate math preparation for college work through  
college-high school cooperation; faculty sharing  
among four colleges; developing a model program in  
black women's studies; improving the teaching of  
life sciences in elementary and secondary studies;  
developing computer-aided instructional programs  
in problem-solving, reasoning, and math and physics  
concepts; creating research training teams of  
graduate and undergraduate minority students  
working with faculty mentors; developing a com-  
puter-based tutor; developing an outcomes-focused,  
assessment-based general education program; de-  
veloping sensitivity to gender issues in the curricu-  
lum at a women's college and its companion men's  
college; evaluating corporate-sponsored training  
programs; assisting historically black colleges to en-  
hance instructional programs and support services  
for adult learners; developing an upper-division  
bachelor's degree program for working registered  
nurses; and training college students to become tu-  
tors for English-as-a-Second-Language. (SW)

ED 253 171

HE 018 078

Recher, Kenneth R. And Others  
National Association of State Scholarship and  
Grant Programs. 13th Annual Survey, 1981-82

Academic Year.

National Association of State Scholarships and  
Grant Programs.

Pub Date—[83]

Note—126p; Some tables may not reproduce well  
due to small print.

Available from—Pennsylvania Higher Education  
Assistance Agency, Room 211, Towne House,  
Harrisburg, PA 17102 (\$3.00).

Pub Type—Numerical/Quantitative Data (110) —  
Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*College Students, Comparative  
Analysis, Eligibility, Evaluation Criteria, Finan-  
cial Aid Applicants, \*Grants, Higher Education,  
National Surveys, \*Need Analysis (Student Finan-  
cial Aid), Public Policy, \*Scholarships, State  
Agencies, \*State Aid, \*Student Financial Aid  
Results of the 1981-1982 survey of the National  
Association of State Scholarship and Grant Pro-  
grams (NASSGP) are presented. Data are included  
on: amount and number of awards to undergradu-  
ates for need-based scholarship and grant programs  
by state; the number of financial aid applicants and  
recipients, total dollars awarded, rejections based on  
no financial need demonstrated, and rejections  
based on lack of funds by state and program; the  
date of program initiation and the maximum and  
average awards; and actual 1980-1981 and pro-  
jected 1981-1982 funding for the State Student  
Incentive Grant Program by state. Information is  
also provided on application schedules and proce-  
dures by state and program; criteria for evaluating  
financial aid applicants; types of institutions eligible  
for state aid by program; factors that determine  
maximum awards by state and program; and budget  
items used in computing need-based state awards.  
The organizational structures of each state agency  
and its advisory group are briefly described, as are  
policy issues. Data that permit comparisons among  
programs and from 1976-1977 to 1981-1982 are  
included, along with data by seven regions. Appended  
is a NASSGP directory with address, telephone  
number, and names and titles of officers. (SW)

ED 253 172

HE 018 079

Recher, Kenneth R. Davis, Jerry S.  
National Association of State Scholarship and  
Grant Programs. 15th Annual Survey Report,  
1983-84 Academic Year.

National Association of State Scholarships and  
Grant Programs.

Pub Date—Dec 83

Note—180p.

Available from—Pennsylvania Higher Education  
Assistance Agency, Room 211, Towne House,  
Harrisburg, PA 17102 (\$3.00).

Pub Type—Numerical/Quantitative Data (110) —  
Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*College Students, Comparative  
Analysis, Eligibility, Evaluation Criteria, Finan-



cial Aid Applicants, \*Grants, Higher Education, National Surveys, \*Need Analysis (Student Financial Aid), Public Policy, \*Scholarships, State Agencies, \*State Aid, \*Student Financial Aid Identifiers—No Need Scholarships

Results of the 1983-1984 survey of the National Association of State Scholarship and Grant Programs (NASSGP) are presented. Data are included on: amount and number of awards to undergraduate and graduate students for both need-based and non-need-based scholarship and grant programs by state; number and amount of awards for competitive and need-based undergraduate comprehensive programs; awards for need-based scholarship and grant programs for attendance at both public and private institutions; the number of financial aid applicants and recipients, total dollars awarded, and rejections; the date of program initiation and the maximum and average awards; and actual 1982-1983 and projected 1983-1984 funding for the State Student Incentive Grant Program by state. Information is also provided on application procedures by state and program; criteria for evaluating financial aid applicants; and types of institutions that are eligible for state aid by program. Changes planned for programs or operations in 1984-1985 are reported, along with new financial aid programs that have recently been adopted or that are planned. Appended is a NASSGP directory with addresses, telephone numbers, and names and titles of officers. (SW)

ED 253 173

HE 018 080

Recher, Kenneth R. Davis, Jerry S.  
National Association of State Scholarship and Grant Programs. 16th Annual Survey Report, 1984-85 Academic Year.  
National Association of State Scholarships and Grant Programs.  
Pub Date—Jan 85  
Note—205p.

Available from—Pennsylvania Higher Education Assistance Agency, Room 211, Towne House, Harrisburg, PA 17102 (\$5.00).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*College Students, Comparative Analysis, Eligibility, Evaluation Criteria, Financial Aid Applicants, \*Grants, Higher Education, National Surveys, \*Need Analysis (Student Financial Aid), Public Policy, \*Scholarships, State Agencies, \*State Aid, \*Student Financial Aid Identifiers—No Need Scholarships

Results of the 1984-1985 survey of the National Association of State Scholarship and Grant Programs (NASSGP) are presented. Data are included on: amount and number of awards to undergraduate and graduate students for both need-based and non-need-based scholarship and grant programs by state; number and amount of awards for competitive and need-based undergraduate comprehensive programs; awards for need-based scholarship and grant programs for attendance at both public and private institutions; the number of financial aid applicants and recipients, total dollars awarded, and rejections; the date of program initiation and the maximum and average awards; and actual 1982-1983 and projected 1983-1984 funding for the State Student Incentive Grant Program by state. Information is also provided on application procedures by state and program; criteria for evaluating financial aid applicants; types of institutions that are eligible for state aid by program; and factors that determine maximum awards by state and program; and changes planned for programs or operations. Data that permit comparisons among programs and during 1979-1980 to 1984-1985 are included. Appended is a NASSGP directory with addresses, telephone numbers, and names and titles of officers. (SW)

ED 253 174

HE 018 081

Characteristics of Instructional Faculty at Maryland's Public Colleges and Universities. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Jan 85

Note—79p.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Age Groups, \*College Faculty, Col-

lege Programs, \*Full Time Faculty, Higher Education, Institutional Characteristics, \*Part Time Faculty, State Colleges, State Surveys, \*Teacher Characteristics, \*Tenure, Two Year Colleges, Universities

Identifiers—\*Maryland, \*Public Colleges

Trends between 1975 and 1983 in the number of full-time instructional faculty at Maryland public colleges and universities are reported, along with the number and proportion of part-time faculty, the percentage of tenured full-time faculty, and the distribution of full-time faculty by academic rank. Also examined are the ages of full-time faculty on the basis of their tenure status and the distribution of full-time and tenured faculty by program. A statistical profile of instructional faculty in fall 1983 is provided in terms of employment status: full-time tenured faculty, full-time faculty on tenure track, full-time faculty who are neither tenured nor on tenure track (full-time temporaries), and part-time faculty. The classification of part-time status was determined by each institution. Patterns in faculty characteristics/employment status are also examined for the state as a whole, for different types of college (two- and four-years), and for specific institutions. Findings include the following: 57 percent of the instructional faculty in state institutions were either part-timers or full-timers not eligible for tenure; 34 percent of the full-time temporaries and 21 percent of the part-timers had at least 4 years of service at the same institution. (SW)

ED 253 175

HE 018 083

Khalil, Edna M., Ed.  
Graduate Education—New Connections. Proceedings of the Annual Meeting of the Council of Graduate Schools in the United States (23rd, St. Louis, Missouri, November 30-December 2, 1983).

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—83

Note—125p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Washington, DC 20036-1173.

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Role, College Programs, Computer Oriented Programs, Databases, \*Enrollment Trends, Federal Legislation, \*Graduate Study, Higher Education, \*Humanities, \*Liberal Arts, \*Masters Degrees, Minority Groups, \*Professional Associations, Program Evaluation, Scholarship, Science Facilities, Shared Facilities Identifiers—Bylaws, \*Council of Graduate Schools in the US DC

Proceedings of the 1983 annual meeting of the Council of Graduate Schools (CGS) in the United States are presented. Included are reports of concurrent sessions, papers, and information on the Council's business meeting. Topics of concurrent sessions include: the federal legislative process, graduate school databases, the scholar-computer connection, accreditation of professional master's degree programs, CGS/Graduate Record Examination Board agenda for minority graduate education, centralized research facilities and administration, CGS plans for the future, and liberal studies master's degree programs for teachers and business. Papers and authors are as follows: "The Global Mission of American Higher Education" (Robert E. Marshak); "The Virtues of Necessity: New Connections for the Humanities" (O. B. Hardison); "The Outlook for Continued Federal Support of Graduate Education" (Paul Simon); and "Report of the Council of Graduate Schools: Graduate Record Examinations Board 1983-1984 Survey of Graduate Enrollment" (Bernard V. Khoury). Also included are six resolutions of CGS, a list of 1983 officers and committees, a list of regional associations of graduate schools affiliated with CGS, a list of member institutions, and the constitution and bylaws. (SW)

ED 253 176

HE 018 084

Lawrence, Joyce V. And Others

A Study of the Graduate Deanship: Does Gender Make a Difference? Report of the Committee on Women, 1983-84.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—[84]

Note—22p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Administrator Characteristics, \*Administrator Responsibility, \*Deans, Educational Background, \*Graduate Study, Higher Education, Professional Associations, \*Sex Differences Identifiers—\*Women Administrators

Graduate school deans were surveyed to determine whether their sex caused any significant differences in any aspect of their careers. Attention was directed to their backgrounds, college administrative experience, perceived power within the areas of their job functions; job satisfaction, long-range goals, and the size and function of the graduate office. A total of 247 usable responses to a questionnaire were received, representing a 66 percent response rate. By sex, 37 of 42 females deans responded, compared to 212 of 335 male deans. There were few significant differences between male and female graduate deans. Although most deans held administrative posts at some time before becoming graduate deans, 44 percent were faculty members before becoming deans. Male deans had spent significantly more years in higher education than had female deans. While graduate studies were the main function for 43 percent of the deans, 32 percent were involved with research and grants. There were no significant differences in the number of professional staff reporting to male and female deans. Overall, the deans had the most authority over setting graduate school policy, reviewing programs, and recommending program terminations. They had little authority in managing recovered costs, faculty hiring, promotion and tenure, and fund-raising. (SW)

ED 253 177

HE 018 086

Friendship with an International Student: A Guide for New American Host Families.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—[84]

Note—7p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*Cultural Exchange, Culture Conflict, \*Family Environment, \*Foreign Students, Guidelines, Higher Education, \*International Educational Exchange, \*Student Adjustment, \*Student Exchange Programs Advice for American families who host a foreign student is offered, with attention to culture shock, the first visit, stages of the student's adjustment, and mealtimes. It is suggested that both the host and foreign student can learn from the other. At first, the host family should speak slowly and clearly and be careful to avoid talking loud, since increased volume does not guarantee clarity. Learning about the student's background and providing information about the features of the U.S. locale are important. Stages of adjustment for the foreign student may include arrival fascination, culture shock, adjustment/isolation, adjustment/acceptance, and return anxiety. A relaxed, unhurried meal around the family table can promote getting acquainted. Family customs should be maintained, and the student should be served after a family member to provide an opportunity for the newcomer to observe how much to take from an array of strange items. In some countries, alcoholic beverages are unacceptable, and in many, milk is uncommon. A frank discussion of differing perceptions of friendship may be helpful for both students and families. The foreign student advisor should be contacted when the student encounters difficulties in the following areas: employment restrictions, immigration and visa problems, and academic problems. (SW)

ED 253 178

HE 018 087

Frierson, Henry T., Jr.

Just One Aspect of an Effective Support Program: Its Impact on Minority Students.

Pub Date—29 Oct 84

Note—15p.; Paper presented at the Annual Meeting of the Association of American Medical Colleges (Chicago, IL, October 29, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, Higher Education, Intervention, \*Medical Students, \*Minority Groups, Performance, \*Scores, \*Skill Development, \*Standardized Tests, \*Test Wives

The impact of providing assistance to develop test-taking skills of 19 minority medical students was studied. The intervention program consisted of

15 hours of test-taking instruction and participation in learning teams that used practice tests to reinforce test-taking skills. For two sets of second-year minority students, intervention was provided before taking part of the National Board exams. Intervention was also provided to both minority and non-minority students who had to retake part or all of the Board exams. The results showed that intervention was significantly associated with improved performance. No significant differences in performance occurred for the minority and nonminority students. The minority and nonminority group's mean scores were 452 and 491, respectively, and their respective passing rates were 79 and 89 percent. In comparison, the passing rate for 25 minority students from the previous year was 52 percent. The test-taking intervention also significantly affected performance for students retaking the exams. Examination of retest performance over an 8-year period reveals that participants in the test-taking intervention gained an average of 118 points, compared to 72 points for students not participating in the intervention. (SW)

ED 253 179

HE 018 088

Allard, Celia A.

Assessing Faculty Salary Equity.  
Association for Institutional Research.

Pub Date—84

Note—10p.

Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

Journal Cit—AIR Professional File; n20 Fall 1984

Pub Type—Reports - Descriptive (141) - Collected Works - Series (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, \*College Faculty, Data Analysis, Employment Practices, \*Equal Opportunities (Jobs), Higher Education, Institutional Research, \*Personnel Policy, Racial Discrimination, \*Salary Wage Differentials, Sex Discrimination, \*Statistical Analysis, Teacher Qualifications, \*Teacher Salaries

Approaches for undertaking a faculty salary equity analysis are discussed. An institutional researcher must have a clear understanding as to why the study is being performed. Faculty handbooks and policy manuals are good starting points for determining how salary decisions are made. Once the salary allocation criteria have been identified, the next step is to translate those criteria into quantifiable variables. Much of the data needed for variables representing individual qualifications can be obtained from records maintained by the university personnel and payroll departments. The most reliable data elements probably will be those used in ongoing administrative processes like payroll and reappointment. Statistical procedures and tests of significance that are helpful to the researcher include the chi-square, t-test, correlation, and analysis of variance. Three multivariate techniques frequently used for salary studies are analysis of variance, analysis of covariance, and multiple regression analysis. Choice of regression techniques is determined by whether the study is designed to explain the salary reward system, to predict and monitor individual salaries, or to check for discrimination. Some problems that may arise in interpreting the data are noted. (SW)

ED 253 180

HE 018 089

Taylor, Bryan J. R.

A Cost Basis for Resource Allocation for Sandwich Courses.

Association for Institutional Research.

Pub Date—84

Note—9p.

Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

Journal Cit—AIR Professional File; n19 Fall 1984.

Pub Type—Reports - Descriptive (141) - Collected Works - Series (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, Budgeting, \*College Students, \*Cooperative Education, \*Expenditure per Student, Faculty Workload, Foreign Countries, Higher Education, Industry, \*Program Costs, \*Resource Allocation, School Business Relationship, Unit Costs

Identifiers—\*Sandwich Courses, \*University of Bath (England)

The use of a computer-based resource allocation procedure for cooperative education ("sandwich" coursework) at the University of Bath in Great Brit-

ain is discussed. Costs of undergraduate sandwich courses are compared with those of the more traditional 3-year, full-time undergraduate courses in British universities. Distinction is made between marginal and fixed costs. The degree course in applied biology is described as an example of one of the many 4-year course patterns. Data are provided to show the expenditure pattern of the average British university in 1979-1980 in support of a biology full-time equivalent undergraduate for 1 year. Costs from placing a student in an industrial work environment result from academic staff commitment, department support staff costs, departmental consumables, and traveling costs. The annual unit costs of the sandwich student is higher than that of the traditional student. Costs of the biology sandwich pattern, which places students in industry for 2 terms during the first 3 years, are compared to those of the chemistry degree, which places students in industry only during the third year. It is concluded that additional academic staff are required in order to provide the necessary support for the sandwich system. (SW)

ED 253 181

HE 018 090

Dentistry and Dental Hygiene Handbook.

New York State Education Dept., Albany. Office of the Professions.

Report No.—NYS-PLS-HB-50-51

Pub Date—Sep 84

Note—63p.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Allied Health Occupations Education, \*Certification, College Programs, \*Credentials, \*Dental Hygienists, \*Dentistry, Higher Education, Medical Education, Records (Forms), State Agencies, State Boards of Education, State Legislation, \*State Licensing Boards, \*State Standards

Identifiers—\*New York

A reference guide to laws, rules, and regulations that govern dentistry and dental hygiene practice in New York State is presented. In addition to identifying licensing requirements/procedures for dentists and dental hygienists, general provisions of Title VIII of the Education Law are covered, along with state management, professional misconduct, and unauthorized acts. Regulations of the Commissioner of Education are also provided, along with an application form for license and first registration, a certification form of professional education, a certification form of licensure, and a personal affidavit of professional practice. Rules of the New York Board of Regents on unprofessional conduct are also presented, including general provisions for all professions, general provisions for health professions, and special provisions for the dental and dental hygiene professions. Also provided is a U.S. and Canadian state/province listing of accredited dental programs, with the college's address, and the name of the dean of the dental school. Accredited dental hygiene programs in the United States and Canada are listed. (SW)

ED 253 182

HE 018 091

Role of Educational Institutions in Helping to Alleviate World Hunger. Hearing before the Select Committee on Hunger, House of Representatives, Ninety-Eighth Congress, Second Session (Davis, California).

Congress of the U.S., Washington, DC. House Select Committee on Hunger.

Pub Date—21 Jul 84

Note—465p.; Document contains many pages of small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—\*Agricultural Education, \*College Role, Cooperative Programs, \*Developing Nations, Food, Hearings, Higher Education, \*Hunger, International Educational Exchange, Land Grant Universities, Nutrition Instruction, \*Technical Assistance, Technology Transfer, \*World Problems

Identifiers—Congress 98th

Hearings on the role of higher education in reducing hunger and malnutrition are presented. Within this country a key concern is nutrition and consumer education, especially of low-income people, as well as nutrition education for health and other professionals. In addition to providing food and feed grains to Third World countries, the United States

has passed legislation to increase the participation of U.S. land-grant colleges in international agricultural development activities. The contributions of colleges in cooperative projects include a combination of technology transfer, institution building, and the strengthening of human resources. Cooperative projects can involve contracts and direct involvement of professors in agricultural development; long-term collaboration between researchers and extension workers in U.S. and Third World colleges; and collaboration between U.S. universities and the international agricultural research centers. Supplementary materials include the Institute for Food and Development Policy's "Food First Curriculum," the California State Department of Education's framework for integrating the hunger issues in the school curriculum (grades K-12), the article "A Framework for Development Education in the United States," and the spring 1984 issue of "Resources." (SW)

ED 253 183

HE 018 092

Faulwell, Margaret L. Gordon, Milton A.

A Comparison of Males and Females in Higher Education Administration.

Pub Date—[85]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Deans, Administrator Qualifications, \*Administrator Responsibility, Age Differences, \*College Administration, Comparative Analysis, \*Employment Experience, Females, Higher Education, Males, Private Colleges, \*Salary Wage Differentials, School Size, \*Sex Differences, Small Colleges, State Colleges

Identifiers—\*Women Administrators

Differences between men and women college administrators were assessed, based on a 1983 survey of the American Conference of Academic Deans. Responses were obtained from 238 male and 68 female administrators, which represented about 90 percent of the total 1983 Conference membership. The responses differed significantly on questions concerning salary, type of institution, level of position, and number of years in higher education administration. Only 25.2 percent of the males had a salary less than \$35,000, compared to 53.8 percent of the females. While 25.6 percent of the males earned over \$50,000, only 6 percent of the females did. Female administrators were more likely than male administrators to work at small private institutions. Slightly over 29 percent of the males, compared to almost 12 percent of the females, were employed at public institutions. A greater percentage of males than females were employed in larger institutions: 66.2 percent of female administrators were at institutions with under 100 faculty, and no females worked at institutions with more than 15,000 students. Compared to males, females tended to be younger and to have occupied their present position for fewer years, and they also held a greater percentage of positions at the assistant and associate levels. (SW)

ED 253 184

HE 018 093

O'Connor, Kathleen Aashim, L. J.

Working with Non-Traditional Students: Women in Transition.

Pub Date—Jan 85

Note—21p.; Paper presented at the Regional Conference on University Teaching (1st, Las Cruces, NM, January 1985). Tables may not reproduce well due to small print.

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Students, Age Groups, College Attendance, \*College Students, Comparative Analysis, Enrollment Influences, Enrollment Trends, Ethnic Groups, \*Females, Higher Education, Males, \*Minority Groups, Nontraditional Students, \*Reentry Students, Socioeconomic Status, \*Student Characteristics, Student Recruitment

Trends and issues concerning college attendance by adult students are reviewed. Trends seem to suggest that the rising educational attainment of the general population will result in increased demand for learning activities by older students. Data are provided on: estimated college enrollments for 1990 and projected population and enrollments in 1990 for ages 14-17 through 55-64; and 5-year enrollment trends among male and female students aged 25-34 by class standing and part- or full-time status. The increased enrollments of females and the social and

personal factors accounting for their enrollment are addressed. Attention is also directed to the changing racial and ethnic demography of higher education, minority public school enrollment in fall 1980, the process of actively recruiting adult learners, the socioeconomic status of adult learners, the responses of colleges to adults on campus, and characteristics of younger and older students. Three stages of adaptation of the college to adult students are identified: the laissez-faire stage, the separatist stage, and the equity stage. Carole Kaswon's typology of students and eight suggestions by Edmund Ackell on reentry education are included. (SW)

ED 253 185 HE 018 094

Rudd, James And Others

A University-Based Incentive Program to Increase Safety Belt Use: Toward Cost Effective Institutionalization.

Pub Date—[84]

Note—37p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984). Master's Thesis, Virginia Polytechnic Institute and State University.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, \*Incentives, Intervention, \*Motivation Techniques, \*Motor Vehicles, \*Rewards, School Safety, \*Security Personnel, State Universities, \*Traffic Safety. Identifiers—Seat Belts, Virginia Polytechnic Inst and State Univ

An incentive program to increase safety belt use was implemented at a large university and was delivered by the campus police during the 1983-1984 academic year. For each of the intervention periods during three academic quarters, the 23 regular police officers recorded the license numbers of vehicles with drivers wearing a shoulder belt, and each week 10 raffle winners were drawn from these numbers. Winners received gift certificates donated by community merchants. For faculty, staff, and students, usage increased from a fall baseline mean of 17 percent to 26 percent during spring. Belt usage for non-university-affiliated drivers increased to a lesser extent. A cost-effectiveness analysis indicated that the seatbelt sweepstakes cost an average of 98 cents per each newly-buckled driver and the program interfered only slightly with officers' ongoing duties. A telephone survey suggested that attitudes toward campus police did not change significantly as a function of the sweepstakes, although an officer post-program questionnaire indicated that the officers felt the students were responding in a more positive manner toward them specifically as a result of the sweepstakes. Program promotion and coordination was eventually taken over by two student organizations. (Author/SW)

ED 253 186 HE 018 095

Olson, Loray Rosenfeld, Rachel A.

Parents, Students, and Knowledge of College Costs.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date—Mar 84

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Family Characteristics, Higher Education, \*High School Students, \*Information Needs, Knowledge Level, National Surveys, \*Parents, Student Costs, Tuition. Identifiers—\*College Costs

Knowledge about college costs was studied with a sample of parents and their teenage children. The sample included high school sophomores and seniors who completed the 1980 High School and Beyond survey. Responses to a mail survey were obtained from a national sample of 6,564 parents. Overall, data from parents and students suggest that parents are not especially knowledgeable about the expenses for fees, tuition, and books in different types of schools. The percent of respondents answering "don't know" was high, considering that the question asked only for an estimate of educational costs. Parents were more knowledgeable than their children, however, especially in the sophomore year, and children whose parents were more knowledgeable were also more knowledgeable. The level of the parents' knowledge depended most strongly on the parents' own education. Those with college expectations for their children were also somewhat more knowledgeable. Race and family

income had some effect on knowledge of costs. It is suggested that to the extent that lack of information is associated with socioeconomic status, the goal of equal access to educational opportunities will not be realized. (SW)

ED 253 187 HE 018 096

Giordano, Gerald

Critical Reading Deficiency: Cause, Scope, Remediation.

Pub Date—Jan 85

Note—13p.; Paper presented at the Regional Conference on University Teaching (1st, Las Cruces, NM, January 9-10, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, \*College Freshmen, College Instruction, \*Critical Reading, Functional Reading, Higher Education, Hispanic Americans, \*Reading Difficulties, \*Remedial Reading, State Universities, Test Wiseness

The extent of deficiencies in critical reading skills among 153 entering college students enrolled in basic skills reading courses at New Mexico State University was studied. Forty-nine percent of the sample were Hispanic Americans. The students were administered the Nelson-Denny Reading Test and the scores were converted into grade equivalents. While 79 percent earned scores below what would be appropriate for high school students, scores of 8 students were equivalent to the fifth grade or below of elementary school. Among persons who scored deficiently, three reasons were discerned: eccentricities of a test or incidental circumstances that influenced test scores; inadequate functional reading skills; and lack of sensitivity to the full range of critical reading tasks. It is concluded that prefunctional readers require individualized remedial instruction, and those who can read functionally but not critically can benefit from basic skills instruction. The two major instructional foci of critical reading courses are the specification of diverse critical reading tasks and the constraints exerted on those tasks by specialized texts. The establishment of programs that employ alternative measurement instruments to monitor the critical reading skills of entering students is recommended. (SW)

ED 253 188 HE 018 097

Cosin, Frank

Courage in the Classroom.

Pub Date—12 Aug 84

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 12, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, \*College Instruction, \*Controversial Issues (Course Content), \*Discussion (Teaching Technique), Higher Education, Lecture Method, \*Psychology, Questioning Techniques, Student Participation, \*Teacher Motivation, Teacher Student Relationship, Teaching Skills

Challenges to the psychology teacher are considered, including engaging students in the learning process, helping students develop a historical perspective in their study of psychology, and dealing with controversial topics. Resistance to answering questions is likely to be greatest when the lecturer asks for highly specific facts. Students may be more likely to respond when questions are presented as hypotheses, or open-ended interpretations that demand reflective thinking. Challenging students' passivity can not only stimulate productive thinking but also can help improve their oral communication. To foster these kinds of activities, the teacher must possess a high degree of motivation. Classroom presentations should be well organized and teachers should have good elocutionary skills. If discussion is dominated by the teacher in small classes, student passivity can be as great as that in large lecture classes. Courage on the teacher's part is needed to deal with controversial and sensitive ideas in the classroom. Teachers cannot deal with topics such as homosexuality and sex differences in abilities without risking conflict with some students' moral, ethical, religious, or political beliefs. Finally, integrating historical views for all topics in psychology courses is advocated. (SW)

ED 253 189 HE 018 098

McAnulty, Brenda Hart And Others

Analysis of Student and Faculty Opinion of Academic Advisement Services.

Pub Date—[84]

Note—17p.; Paper presented at the Annual Academic Affairs Administrators Conference (18th). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Advising, College Faculty, \*College Students, \*Counselor Role, \*Faculty Advisers, Higher Education, Inservice Education, Questionnaires, \*Student Attitudes, \*Teacher Attitudes

Identifiers—\*University of Louisville KY

Views of 335 students and 25 faculty members concerning academic advising and the role of the adviser were surveyed at the University of Louisville's Speed Scientific School. About 75 percent of the students rated their advisers as excellent or good. A large percentage of the faculty reported multiple adviser/advisee contacts each year. A small minority of students felt a need for more time with their advisers. Seventy-two percent of the faculty felt they should not be responsible for providing information on campus resources or on university rules and regulations. Eighty-four percent of the advisers indicated that it was important to have some understanding of the advisee's personal problems, and 80 percent of the students rated their advisers as excellent or good in being positive or friendly. About 72 percent of the faculty had not received special aid or training to prepare them for advising responsibility, and 56 percent felt workshops or departmental training would be helpful. Eight suggestions for improving advising are offered, including reducing the adviser/advisee ratio and increasing faculty time available for advising, and implementing inservice adviser training. A faculty questionnaire is appended. (SW)

ED 253 190 HE 018 099

Blake, Martin

Is Higher Education an Educational Process or a Screening Process?

Pub Date—10 Jan 85

Note—10p.; Paper presented at the Regional Conference on University Teaching (1st, Las Cruces, NM, January 9-10, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Advising, College Admission, \*College Students, Course Descriptions, \*Diagnostic Teaching, \*Faculty Evaluation, Higher Education, \*Instructional Improvement, Open Enrollment, Prerequisites, \*Student Placement, Teaching Skills

Identifiers—New Mexico State University

The importance of diagnostic testing for appropriate student placement at open door colleges is discussed, along with approaches to upgrade teacher skills. It is suggested that colleges typically select students who are skilled and motivated enough to acquire knowledge by the approaches currently offered, and that colleges thus act as screeners rather than educational institutions. After identifying skills in which students are deficient and effective learning modes for each student, the next step is to prescribe a study program to help a student achieve a specified skill level. To promote proper student placement, detailed information about course content and prerequisite skills should be provided to academic advisers. Workshops for advisers should acquaint them with available resources as well as techniques for using detailed diagnostic information in planning students' programs. Also essential is a mandatory and ongoing program to upgrade the teaching skills of faculty through the use of trained evaluators. Outstanding teachers in each department could be identified and provided training and release time for ongoing teacher improvement activities within their department. Teaching improvement activities should be coordinated by a central office that provides training and resource information. (SW)

ED 253 191 HE 018 100

Nursing Education in Western Australia. Joint Report to the Minister for Education and the Minister for Health from the Committee on Enquiry into Nursing Education. Volume 1. Western Australian Post Secondary Education Commission, Nedlands.

Pub Date—Oct 84

Note—293p.



Available from—Western Australian Post Secondary Education Commission, 16 Stirling Highway, Nedlands, Western Australia 6009.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Access to Education, Admission Criteria, \*Articulation (Education), \*College Programs, Demand Occupations, Dental Assistants, Dental Hygienists, \*Employment Opportunities, Foreign Countries, Labor Supply, Mental Health, Nontraditional Students, \*Nursing Education, Pediatrics, Postsecondary Education, \*Teaching Hospitals

Identifiers—\*Australia (Western Australia)

The final report and recommendations of the Nursing Education Committee of the Western Australian Post Secondary Education Commission are presented, with specific attention to articulation between hospital general nursing schools and colleges of advanced education. After reviewing general issues in nursing, nurse supply and demand, access to the nursing profession, and general and specialty nursing are addressed. Consideration is given to national influences in nursing education and the Sax report, the Western Australia Nurses Board, basic and post-basic courses, and changes in nurse education in Western Australia since 1978. After considering the supply of nurses during 1975-1983 and variables influencing nurse supply and demand, access to the professions by the low income, ethnic and indigenous people, mature-age students, and country residents are discussed. Information is included on hospital-based and college programs and continuing education for registered general nurses, community nurses, and nurses in midwifery, child health, school health, occupational health, and family planning. Entry requirements, educational programs, and employment are also considered for the registered enrolled nurse, the mothercraft (i.e., child) nurse, the registered dental nurse, and the registered mental health nurse. (SW)

## IR

ED 253 192

IR 011 440

Mocagni, Richard A., Ed.

Titles 1984: The Classroom Teacher's Guide to ERIC. Computer Education, 1983. Level II, 1983. Occupational Reference, Occupational Resources, 1983.

Pub Date—84

Note—59p.

Available from—Titles, 617 North 'A' Street, Oxford, CA 93030.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, \*Computer Assisted Instruction, \*Computer Oriented Programs, Curriculum Guides, Databases, Elementary Secondary Education, \*Information Sources, \*Instructional Materials, Study Guides, \*Teaching Guides, \*Vocational Education

Identifiers—Computer Uses in Education, \*ERIC

The "Titles" information system reviews annually the documents entered into the ERIC data base in order to identify the highest quality instructional resources. This catalog lists a total of 869 teaching guides and learning guides selected from the ERIC input during 1983 as especially suitable for direct use by teachers, students, parents, and guidance personnel. The catalog is divided into three sections: (1) Elementary (282 documents); (2) Secondary (374 documents); and (3) Occupational (278 documents). Within each section, the titles are listed under broad subject categories. Information on obtaining the documents, either from ERIC or from "Titles", is provided in the introductory matter. (LMM)

ED 253 193

IR 011 469

UNISIST Working Group on Technology of Systems Interconnection. Meeting (3rd, Quezon City, Philippines, October 17-20, 1983).

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/CONF.801/3

Pub Date—Jan 84

Note—43p. Annexes contain light, broken type. Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Databases, \*Developing Nations, Foreign Countries, \*Information Networks, \*Information Services, \*Information Systems, International Organizations, Program Development, Program Implementation, Technology Transfer, \*Telecommunications

Identifiers—Asia Pacific Region, Scientific and Technical Information

Participants in the meeting summarized in this report advised and made recommendations on appropriate activities and programs conducive to the development of cooperative networks and the exchange of information and experience in science and technology in the Asia Pacific Region. Invited in their personal capacity as experts, the 14 participants came from 12 countries—Australia, Austria, Brazil, Canada, Cook Islands, India, Japan, Luxembourg, Italy, The Philippines, Thailand, and the United States. Specializations represented included computerized information systems design and development, information services provision, networkings, systems compatibility, telecommunications, and public data networks. Brief descriptions cover the election of officers, remarks of chairman Peter Judge (Australia), reports on the Asian Regional Seminar on Local Databases and Their Use (held in Quezon City, October 10-14, 1983), five technical sessions, and three group discussions on databases which focused on information systems and services, the compatibility issue, and telecommunications and networking. Recommendations are listed by topic area. Also included is a report of the sub-group on telecommunications and networking, which proposes a communications network linking UNESCO-affiliated organizations in the Asia Pacific Region. Annexes include a list of participants and related documents, the text of opening remarks by A. Neelameghan, an agenda, and an expanded summary of the earlier seminar on local databases. (LMM)

ED 253 194

IR 011 470

Abouaf, Gerald

Special Effects and Their Perhaps Unusual Use in Educational Television.

Pub Date—83

Note—42p. Paper presented at the Annual Meeting of the Educational Television Association (York, England, 1983). Photographs will not reproduce.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Graphics, \*Educational Television, Film Production, Foreign Countries, \*Models, \*Special Effects, Technical Education, \*Telecourses, Three Dimensional Aids, Video Equipment, \*Visual Aids

Identifiers—\*British Broadcasting Corporation, Great Britain

The role of the British Broadcasting Corporation (BBC) in supplying television educators with teacher aids, models, and devices is described in this report, which emphasizes the work of special effects or visual effects technicians and explains how difficult concepts and principles can be demonstrated through the use of three-dimensional models, demonstrations, and computer-linked devices. Comparisons are made between educational and non-educational television and the film industry. Additional topics addressed include the organization and history of the departments of visual effects within the BBC, the training of technicians, and the use of visual effects in educational television and the Open University. Examples of models and demonstrations developed are provided, as well as a list of services offered to Open University program developers and discussions of the skills required by the special effects technician; models, model making, and demonstrations; table top models and the new technology, including the use of endoscopes, periscopes, and computer graphics; and uses of visual effects in drama production. (LMM)

ED 253 195

IR 011 471

Newman, Denis

Functional Environments for Microcomputers in Education.

Bank Street Coll. of Education, New York, NY.

Center for Children and Technology.

Report No.—CCT-TR-25

Pub Date—May 84

Note—15p. Paper presented at the Conference on Microcomputers in Education (Tokyo, Japan, January 8, 1984).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Simulation, \*Courseware, \*Educational Environment, Information Networks, \*Learning Activities, Media Research, Microcomputers, \*Objectives, Programming, Research Projects, Student Attitudes, Teacher Attitudes, \*Teacher Influence, Teacher Role

Identifiers—\*Functional Learning Environments, LOGO Programming Language

A research program was undertaken to study the functional learning environment (FLE) in which computers operate, i.e., those environments in which learning activities have a function or purpose from the child's viewpoint. Results of three projects illustrate the importance of teachers in creating and interpreting children's learning environments. The first project was designed to determine whether experience with LOGO programming would enhance third and sixth grade children's planning skills; no effects on planning were found. The second project involved one aspect of the Bank Street College Project in Mathematics and Science Education, in which a FLE is based on a multimedia simulation of a science show. Results indicated that the materials were successful from the children's viewpoint, while teachers' evaluations were mixed. The third project investigated whether networking can be used as a FLE for writing and communication. The three studies raise fundamental questions about the design and implementation of FLE's, particularly the relationship between the children's purposes and those of their teachers. It is concluded that coordination of divergent purposes within a FLE is a critical factor in the success of classroom microcomputer activities. Twenty-one references are listed. (LMM)

ED 253 196

IR 011 472

Gana, F. Z.

Distance Education: A Nigerian Perspective. Educational Technologies to Enhance Learning at a Distance.

Pub Date—Oct 84

Note—40p. Paper presented at the International Conference of the International Congress of Educational Media (Banff, Canada, October 8-9, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Correspondence Study, \*Developing Nations, \*Distance Education, Educational Radio, Foreign Countries, \*Instructional Materials, Open Universities, Program Descriptions, Program Evaluation, Teacher Education, \*Teaching Methods, \*Telecommunications

Identifiers—\*Nigeria, Printed Materials

Patterns of distance education in Nigeria are surveyed in this report, and the level of application of educational technology to enhance learning is addressed. Following an analysis of the concept of distance education and the need for such a system in Nigeria, three patterns of distance education are identified and discussed: those depending solely on print correspondence; those that are multimedia-based but dependent heavily on broadcast media; and those using print and study centers. Programs and methods used in Nigeria are described, including correspondence education; the University of the Air; the National Teachers Institute (NTI); the Correspondence and Open Studies Institute (COSIT); University of Lagos; Teacher In-Service Education Program; Nigeria Certificate of Education (N.C.E.) by correspondence; and the National Open University. Additional aspects and problems discussed relate to dominance of the use of printed course materials, long face-to-face teaching sessions (or contact sessions), study centers, and course offerings and entry qualifications. It is concluded that distance education in Nigeria is having the desired impact. Included are 19 notes and references, a 28-item bibliography, a categorization of unqualified teachers, correspondence college accreditation requirements, and lists of the Institute of Technology (IMT) University of the Air programs and COSIT courses. (LMM)

ED 253 197

IR 011 473

Woodward, Arthur

The Adequacy of Microcomputer Courseware Teachers Guides.

Pub Date—Apr 84

Note—20p.; Best copy available. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, \*Courseware, Design Requirements, Elementary Secondary Education, \*Evaluation Criteria, \*Guides, Instructional Design, \*Microcomputers, \*Teaching Guides

The content and quality of the documentation and teachers guides that accompanied 55 educational microcomputer software programs were examined, to determine whether the technical and pedagogical information provided by such guides enabled teachers to fully exploit the instructional potential of the programs. The courseware covered basic elementary and secondary subject areas, and 50 were single disk programs. Results indicated that the multi-disk, multi-level program guides were similar to the single disk guides but did not reflect the complexity of the programs they represented. Most guides adequately covered needed technical information but contained limited pedagogic information. Lack of comprehensive documentation may result in serious school and classroom implementation problems. Faced with an unfamiliar technology and a lack of prior experience in which to place and integrate microcomputer software, teachers will be faced with using a trial and error approach in exploring basic computer applications. This report includes definitions of technical and instructional terms, examples of inadequate and exemplary treatment of elements helpful in using instructional software, and a table of instructional and technical characteristics on which the documentation and teacher guides were rated. (Author/LMM)

ED 253 198 IR 011 474

Tilmann, Martha J.

Artificial Intelligence and Its Importance in Education.

Pub Date—84

Note—33p.; Independent study paper, Michigan State University.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Artificial Intelligence, Clinical Diagnosis, Cognitive Processes, \*Computer Assisted Instruction, \*Computers, \*Computer Software, Decision Making, Problem Solving, \*Robotics Identifiers—Computer Uses in Education, \*Expert Systems

Artificial intelligence, or the study of ideas that enable computers to be intelligent, is discussed in terms of what it is, what it has done, what it can do, and how it may affect the teaching of tomorrow. An extensive overview of artificial intelligence examines its goals and applications and types of artificial intelligence including (1) expert systems, e.g., MYCIN, a rule-based system program that can diagnose infectious diseases and recommend treatment, and XCON, an expert system that synthesizes information; (2) language understanding, e.g., the program ELIZA which carries on a conversation with the user much as a psychiatrist would; (3) image understanding and robotics, e.g., CONSIDER, a program that uses binary images to locate objects in a conveyor belt; and (4) learning, i.e., the computer's ability to learn. Specific artificial intelligence developments in the field of education are described, including the program WUSOR, which was written to advise users of the game WUMPUS, a maze-exploration program that encourages deductive processes and develops a sense of probabilities. The final summary reviews the good qualities of computer assisted instruction programs and suggests ways in which artificial intelligence could aid or be incorporated in their development. Twelve references and twelve items of supporting literature are listed. (LMM)

ED 253 199 IR 011 475

Grundin, Hans U.

Audio-Visual Media in the Open University: Results of a Survey of 93 Courses. L.E.T. Papers on Broadcasting No. 224.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—Jul 83

Note—36p.; Document contains small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Audiotape Cassettes, \*Audiovisual Aids, Costs, \*Distance Education, Foreign Countries, Higher Education, Instructional Materials, Media Selection, \*Microcomputers, Surveys, \*Telecommunications, Undergraduate Students, Use Studies

Identifiers—Computer Uses in Education, \*United Kingdom

The survey reported here of 12,008 students in 93 undergraduate Open University courses was designed to assist in Open University audiovisual policy development and planning and to provide a data base for summative evaluation of audiovisual media use in individual courses. Emphasis was on the first aim, and detailed data were collected only for 17 new courses. An introduction describes the sampling, response rate, weighted averages, and availability of survey data. Tables show student access to audiovisual equipment (television, video equipment, audiocassette equipment, and telephone), and to computers, including type of microcomputer and data storage medium. Results reported cover the use and appreciation of television and radio in foundation courses and in new courses, the role of television repeats, broadcasting versus cassette-mailing as a distribution method, use and appreciation of audio-cassettes, the cost of television, the economy of television in post-foundation courses, television versus face-to-face tutoring, television versus audio-vision, and media selection from a cost-benefit perspective. Recommendations, four references, and a list of courses covered in the survey are included. (LMM)

ED 253 200 IR 011 476

Sepstrup, Preben

Commercial Transnational and Neighbour Country TV in Europe. Economic Consequences and Consumer Perspectives. Case: Sky Channel and West German TV from a Danish Perspective. Skriftserie E, nr. 14.

Aarhus Graduate School of Economics, Business Administration and Modern Languages (Denmark).

Pub Date—85

Note—119p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Communications Satellites, \*Content Analysis, \*Economic Change, Economic Factors, \*Foreign Countries, International Studies, \*Mass Media Effects, Media Research, \*Programming (Broadcast), \*Television Commercials, Television Viewing

Identifiers—Denmark, West Germany

The commercials on the Sky Channel, the first pan-European satellite television channel, and on the West German Channel 2 (or ZDF) are analyzed in this report. The study summarizes an investigation of the economic consequences of transborder television advertising in Europe and the consequences for consumers if television advertising grows or is introduced into a country where, previously, no television advertising has been permitted. Included are: a description of the Sky Channel and the viewing of West German television commercials in Denmark, a documentation and description of the kind and amount of advertising on Sky Channel for three months and on ZDF for one week in 1984, and an analysis of the information content of the commercials. Additional details are provided on the history, audience, and programming of Sky Channel; the basic structure of West German television and the fundamental rules for West German television advertising; the study methodology; and the concern that transborder television advertising may cause a competitive disadvantage for local or national brands that cannot afford satellite or neighbor-country advertising. The coding scheme used for the content analysis is included. (LMM)

ED 253 201 IR 011 477

Salomon, Gavriel Gardner, Howard

The Computer as Educator: Lessons from Television Research.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Pub Date—[83]

Note—39p.; A Project Zero technical report.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, Cognitive Processes,

\*Computers, Elementary Secondary Education, Interaction, Intermode Differences, Mass Media Effects, \*Media Research, \*Models, Research Methodology, \*Research Problems, \*Symbolic Learning, Television Viewing

Identifiers—Computer Uses in Education, \*Symbol Systems Approach

The "symbol systems approach" to the study of computers in education that is outlined avoids the pitfalls of past media research—particularly research on the effects of television on children's learning and knowledge—and asserts that media can be usefully distinguished in terms of the symbol systems they present and the kinds of symbol-using skills they evoke, afford, or inculcate. Early media research questions are criticized for their naive assumptions, inadequate distinctions, and the researcher's zeal to generate answers rapidly. A summary of the implications of the symbol systems approach suggests that (1) every medium, including the microcomputer, will favor the transmission of certain symbol systems over others and is likely to require and cultivate different representational skills; (2) every medium is biased toward specific kinds of activities applied to its symbol systems, and is likely to cultivate a different set of mental operations; and (3) subjects will bring different expectations to different media. Twenty-four references are listed. (LMM)

ED 253 202 IR 011 478

Gardner, Marilyn

Computer Education: A System-Wide Approach. Boston Public Schools, Mass.

Pub Date—Dec 83

Note—74p.; Paper presented at the Annual Convention of the American Vocational Association (Anaheim, CA, December 2-6, 1983). Some appendices may not reproduce well due to light and broken type.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Computers, \*Courseware, Elementary Secondary Education, Guidelines, Newsletters, Policy Formation, \*Program Development, Program Evaluation, \*Program Implementation, Purchasing, School Districts, Teacher Education Identifiers—\*Boston Public Schools MA

Based on the experiences of the Boston Public Schools (BPS), this document offers guidance in the organization and development of a system-wide approach to an extensive expansion of computer technology. The following topics and steps in the process are addressed: identifying the present status of a school system's computer education program; developing a position paper; establishing a computer-policy committee; identification of priority issues, including funding and professional development; curriculum; software purchase and evaluation; hardware procurement and dissemination; maintenance and security; parent and student activities; allocation of computer equipment; support and instructional personnel; dissemination of information; regional and national contacts; private business and industry involvement; aggressive goals; developing a status report; and future policy recommendations. Appendices comprise a 3-year financial plan; a Computer Onsite Inservice Program Evaluation Checklist; a list of professional development computer courses for 1983-1984; descriptions of sample software programs; a computer implementation action plan; a diagram of the BPS Computer Education Support Personnel organization; a copy of an issue of BPS Computer News; and an article entitled "Boston Schools Launched into the Computer Age." (LMM)

ED 253 203 IR 011 479

Lloyd, Jo And Others

Computer Literacy. Unit One. General Guide. Second Edition.

Further Education Unit, London (England).

Pub Date—Oct 84

Note—72p.; A Staff Development Publication. For Computer Literacy. Unit Two, Core Materials, see CE 040 025.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, \*Computer Literacy, Computers, \*Computer Software, \*Evaluation Methods, Foreign Countries, Objectives, Program Implementation, \*Staff Development, Teaching Guides, \*Teaching Methods Identifiers—England

This booklet, the first of a four-unit series on computer literacy, provides general guidance on establishing and conducting computer literacy courses, whether as components of other courses or as free-standing courses. An overview of computer literacy in the context of education and training and of guidelines for its implementation is followed by a discussion of the resources needed for conducting courses, including hardware, software, audiovisual resources, facilities, and staffing. Suggestions are offered for initial, continuing, and integrative staff development. A description of 57 teaching modules developed to implement computer literacy aims and objectives includes a list of the modules in 10 categories: introduction; computer basics; understanding programs; business, office, industrial, and other applications; social implications; visits; and assessment. Core modules are denoted by an asterisk and a step-by-step guide to module use is provided. Class management strategies are described for two of the teaching modules, "Writing a Program" and "Using a Business Package." A final discussion on assessment describes a strategy that has been incorporated into the course and summarizes the strategy's effectiveness and resources required for its implementation. Appendices include a list of colleges associated with the sponsoring project and a glossary of computer terms. (LMM)

ED 253 204 IR 011 480

Gallagher, Leonard. Salazar, Sandra.  
Report on Approaches to Database Translation.  
Final Report.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-115

Pub Date—May 84

Note—92p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computers, Cost Effectiveness, Costs, \*Databases, \*Data Processing, \*Information Retrieval, \*Information Storage, Information Systems, Models, \*Standards

Identifiers—\*Database Management Systems, Database Translation, \*Data Conversion

This report describes approaches to database translation (i.e., transferring data and data definitions from a source, either a database management system (DBMS) or a batch file, to a target DBMS), and recommends a method for representing the data structures of newly-proposed network and relational data models in a form suitable for database interchange. In the opening chapters, the current state of research in the field of database translation is summarized, various interchange forms that have been proposed as potential standards are examined, and proposed standard data models and other commonly-used data structures are discussed. Additional chapters analyze the results of experiments with database translation between data models—hierarchical or relational to network, hierarchical or network to relational, hierarchical to network, and network to hierarchical—and summarize a cost benefit analysis of a database conversion. Conclusions address the future impact of standardization on database translation, and appendices provide specifications for mapping between data structures and completing the interchange form, together with detailed examples. (LMM)

ED 253 205 IR 011 481

Durbridge, Nicola

Design Implications of Audio and Video Cassettes.

I.E.T. Paper on Broadcasting No. 222.

Open Univ., Walton, Bletchley, Bucks (England).

Inst. of Educational Technology.

Pub Date—[83]

Note—41p; Best copy available.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Audiotape Cassettes, Correspondence Study, \*Distance Education, Foreign Countries, Higher Education, Instructional Design, \*Intermedia Differences, Material Development, \*Media Selection, \*Videotape Cassettes

Identifiers—\*Open University (Great Britain)

This discussion of the educational potential of audiotape and videotape cassettes in distance teaching

considers each medium individually, with examples of how the Open University has tried to exploit them in its teaching, and comments on some major differences between the two media and their implications for education. Characteristics of audiocassettes are addressed first, including their ability to convey certain kinds of abstract information quickly, their informality and flexibility, and the relative ease of their design and production for academic staff. Potential educational applications noted include their use for direct teaching, as support material (either to other components or to students themselves), as an audio resource, and for delivering straight talks. In considering video, the content and structure of one Open University video program is described. Aimed at teachers, this program used real-life school scenes of children learning mathematics. Other educational uses of video are considered, and it is concluded that video can work as a catalyst for group discussion, and that videos that are designed to use the "stop-start" capabilities of the technology will be effective for individual use by students. An analysis of the differences between audio and videocassettes indicates that audiocassettes are currently more valuable as an educational tool. (LMM)

ED 253 206 IR 011 482

Yarborough, Thelma B.

Evaluating the Individualized Learning Lab (1).

Pub Date—12 Dec 84

Note—12p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, College Students, Higher Education, \*Individualized Instruction, \*Instructional Materials, \*Learning Laboratories, Open Enrollment, Program Evaluation, \*Remedial Programs, Skill Development

Identifiers—University of Wisconsin Parkside

The Learning Laboratory component of the Department of Educational Program Support at the University of Wisconsin at Parkside was evaluated during the academic year 1983-1984 to monitor laboratory and material usage, determine from what areas students were referred, and identify their reasons for laboratory use. The laboratory was part of a support program for diagnosing students' problems and developing or remediating their skills in English, writing, math, reading, and study skills. Using the laboratory log and a learning laboratory participation report completed by 357 students, it was determined that out of 1,785 laboratory uses recorded, the majority of students (82%) were sent from freshman writing classes. English grammar and usage skills resources were the most used (77%). Materials were also rated by students on appeal, pace, learning value, clarity, and importance of learning. The results suggest that students are generally pleased with the laboratory facilities and resources, but that, although the laboratory was publicized, few students above the freshman level made use of it. This report includes the Learning Lab Participation Report form completed by students. (LMM)

ED 253 207 IR 011 483

Dunne, James J.

Gaming Approaches in Educational Software: An

Analysis of Their Use and Effectiveness.

Pub Date—[84]

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Courseware, \*Design Requirements, \*Educational Games, Interaction, Microcomputers, Student Motivation

Identifiers—\*Computer Games, Computer Uses in Education, Instructional Effectiveness

The use and effectiveness of gaming techniques in educational computer software was investigated through an analysis of 170 in-depth evaluations of commercially-available educational computer programs. These evaluations, conducted by the Educational Products Information Exchange (EPIE) Institute, dealt with design attributes relevant to all programs as well as attributes relevant only to the gaming aspects of a program. General coding categories were copyright date, subject area, intended users, instructional approach, EPIE rating, and gaming. Gaming-related attributes coded were motivation, effectiveness, interactivity, confusion, and arcade (whether the gaming aspect of the program employs techniques used in video arcade games).

Results indicate that gaming is now a major and increasingly-prevalent technique being used in the design of educational computer programs. The motivational appeal of gaming programs was consistently high, while their effectiveness varied depending on the context in which they were used. It is suggested that the instructional impact of educational computer games may be maximized by carefully matching specific gaming techniques to such factors as the content, instructional approach, and users of a program. Nine references are listed. (LMM)

ED 253 208 IR 011 484

Bates, A. W.

The Implications for Teaching and Learning of

New Informatics Developments. I.E.T. Papers

on Broadcasting No. 233.

Open Univ., Walton, Bletchley, Bucks (England).

Inst. of Educational Technology.

Pub Date—Sep 84

Note—11p; Paper presented at the Annual Conference of Higher Education International (1st, York, England, September, 1984). Best copy available.

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120) — Reports - Descriptive

(141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Computers, Delivery Systems, \*Distance Education, Foreign Countries, \*Futures (of Society), Higher Education, Independent Study, \*Information Science, Models, \*Technological Advancement, Technology Transfer, \*Telecommunications

Identifiers—\*Europe, Interactive Video

By the year 2000, European higher education institutions must achieve the following aims: resolve the conflict between the social demand for education and costs of higher education without lowering standards; provide continuing education to cope with rapid technological change and increased leisure and/or unemployment; build even closer links between industry, public services, and higher education in the field of informatics; and infuse new talent into static academic manpower. Informatics (varied new communications technologies that are based around microprocessing and optics) may enable the achievement of those aims. The move to distance education and independent learning will accelerate through computer conferencing, cable television and videocassettes, computer-based audiographic systems, and interactive videodisks. New technologies offer an alternative model to the large, centralized specialist system, because they are both easy to access and easy for teachers to use. The technology needed to achieve these aims is here now, and will become increasingly easier to use. The main barrier is the inability of large institutions to carry through the fundamental changes in organization, financial arrangements, and teaching strategies that are essential if flexible, off-campus teaching is to be achieved. Eight references are listed. (LMM)

ED 253 209 IR 011 485

Cain, John. And Others

The Implications of Cable and Satellites for Social

Action and Educational Broadcasting. Media

Project. A Seminar Report.

Volunteer Centre, Berkhamsted (England).

Spons Agency—British Broadcasting Corp., London (England).

Pub Date—20 Jan 83

Note—35p; Proceedings of a Seminar held at the

Volunteer Centre (Berkhamsted, England, January 20, 1983).

Pub Type—Collected Works - Proceedings (021) —

Opinion Papers (120) — Reports - Descriptive

(141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cable Television, \*Communications

Satellites, Educational Change, \*Educational Television, Foreign Countries, Futures (of Society),

Interaction, \*Policy Formation, \*Programming

(Broadcast), \*Social Action, Technological Advancement

Identifiers—\*Great Britain

An invitation-only seminar was held on January 20, 1983 to share knowledge, concerns, and ideas on the implications of cable and satellite for social action and educational broadcasting. An introduction by John Cain noted that, although the primary seminar focus was cable and satellite, other important developments could be equally important, including videocassettes, videotex, small computers, and



tele-software. John Howkins, in a presentation entitled "The Potential of Cable and Satellite," offered predictions on the future of British cable television. In "Social Action and Education—the Implications of Cable and Satellite," Robin McCron argued that cable should be of more concern for social action and education broadcasting. Related discussion addressed the spread of cable coverage, cable as a local service, educational services through cable, the role of unions, the question of copyright, and the impact of interactivity on existing broadcasting services. Robin Moss presented "Views on the Day," concluding that education is changing under the same types of pressures that are changing broadcasting and communications. Appendices include a summary of related events and government decisions for 1982, a list of some important Hunt Committee recommendations, a nine-item reading list, and three papers: "Satellite and Cable—The Background," "Cable Television in the United Kingdom," and a follow-up paper for seminar participants. (LMM)

**ED 253 210** IR 011 486

*Sanders, James R.*  
The Importance of Context When Studying the Impact of Instructional Television.

Pub Date—Oct 83

Note—20p; Paper presented at the Joint Annual Meeting of the Evaluation Network and Evaluation Research Society (Chicago, IL, October 1983).

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Case Studies, \*Educational Environment, \*Educational Television, Elementary Education, \*Media Research, \*Models, \*Research Methodology, Student Attitudes, Teacher Attitudes, Teaching Methods, \*Television Viewing Identifiers—THINKABOUT

To develop a conceptual framework for understanding the environmental variables that affect the impact of classroom television, the use of the instructional television series "ThinkAbout" (Agency for Instructional Television) was studied under natural classroom conditions using observations recorded as part of a series of studies conducted during the 1979-1980 school year. In order to provide conceptual organizers for the contextual factors identified in the study, findings were categorized by influences related to: (1) the school organization, such as pressures of accountability, the school schedule, and unscheduled interruptions; (2) the teacher, including preparation, teaching style, and enthusiasm; (3) the teaching process as an adjunct to the series itself; (4) the students, including their attitudes toward television as a learning medium and their expectations for television programs; and (5) influences of the distribution system such as dependency on public broadcasting station schedules and delays in receiving copies of the teacher's guide. The studies provided data on a rich variety of contextual influences, a clinical understanding of previously unmeasured individualized effects occurring in classrooms, and the finding that teachers are not a good source of data on how educational television is used. Fourteen references are listed. (LMM)

**ED 253 211** IR 011 487

*Pieper, William J. And Others*  
Interactive Graphics Simulator: Design, Development, and Effectiveness/Cost Evaluation. Final Report.

Essex Corp., Denver, CO.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-84-38

Pub Date—Dec 84

Note—139p.

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, Computer Graphics, \*Computer Simulation, Computer Software, \*Cost Effectiveness, \*Flight Training, \*Intermode Differences, Military Air Facilities, \*Military Training, Problem Solving, \*Videodisc Recordings

Identifiers—Interactive Video, Troubleshooting  
This study was initiated to design, develop, implement, and evaluate a videodisc-based simulator system, the Interactive Graphics Simulator (IGS) for 6883 Converter Flight Control Test Station training at Lowry Air Force Base, Colorado. The simulator provided a means for performing task analysis online, developing simulations from the task database,

presenting simulations to students, and adapting the presentation of simulations to the level of student achievement. Simulation lessonware covered both procedural equipment operation and troubleshooting activities. A comparative study was performed with 22 students using the actual equipment trainer during training and 21 students using the IGS. Student performance was assessed using a battery of tests designed to measure troubleshooting ability, equipment operational procedures performance, and field assignment readiness. These scores were supplemented with conventional end-of-block test results and student attitudinal data. Although the IGS-trained students performed significantly better on the troubleshooting test, no other significant performance differences were found. Student attitudes toward the IGS were favorable, and the system operated extremely well in a standard classroom environment. (Author/LMM)

**ED 253 212** IR 011 488

*Godfrey, John Ernst*  
An Investigation of Attitudes towards the Use of Computer Games and Simulations in the Primary/Elementary Classroom Environment.

Spons Agency—British Columbia Teacher's Federation, Vancouver; Educational Research Inst. of British Columbia, Vancouver.

Pub Date—Aug 84

Note—162p; M.Ed. Thesis, University of Victoria, Canada.

Available from—Educational Research Institute of British Columbia, 701-601 West Broadway, Vancouver, British Columbia, Canada V5Z 4C2 (\$16.00 per copy).

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)—Tests/Questionnaires (160)

**EDRS Price—MF01/PC07 Plus Postage.**

Descriptors—\*Computer Simulation, \*Courseware, \*Educational Games, Elementary Education, Foreign Countries, Interaction, Interviews, Parent Attitudes, Questionnaires, \*Student Attitudes, Surveys, \*Teacher Attitudes  
Identifiers—British Columbia, Canada, \*Computer Games

This report summarizes an investigation of the attitudes of elementary students, teachers, and parents toward the use of educational computer games and simulations in a teaching/learning situation. Following a statement of the project purpose and a literature review, the courseware selection process is described. (This process resulted in use of the game, "Hurkle," in two primary classes and use of the simulation, "Oh, Deer!," in two elementary classes.) Additional sections cover implementation of the project, observations related to student progress, teacher evaluations of the implementation guides developed for use with the courseware, design of the attitudinal survey, and data analysis procedures. All of the attitudinal surveys involved the investigation of four main themes: enjoyment, perceived learning effectiveness, group interaction, and interaction with the computer/program. Additional questions varied with the respondent group—students, parents, and teachers—and the results are analyzed and interpreted separately for each group. Implications for teaching and school practice are examined. A 35-item bibliography, the two implementation guides developed for the study, attitude surveys, a detailed data summary, and evaluations of the two courseware packages are appended. (LMM)

**ED 253 213** IR 011 489

*Dalglish, Gerard M.*  
Microcomputers and Teaching English as a Second Language. Issues and Some CUNY Applications.

Research Monograph Series Report No. 7.

City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—Sep 84

Note—58p.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports—Evaluative (142)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Courseware, \*English (Second Language), \*Evaluation Criteria, Evaluation Methods, Higher Education, Instructional Materials, \*Microcomputers, Program Descriptions, Second Language Instruction, Word Processing  
Identifiers—City University of New York, Software Evaluation, \*Software Reviews

This review focuses on microcomputer software designed to improve the writing skills of students of

English as a Second Language (ESL) at the college level. It presents a case for the use of computers in teaching ESL, provides guidelines and suggestions for evaluating or creating software and programs, and reviews representative software, including materials from the Minnesota Educational Computer Consortium, Regents/ALA, BIPACS, Dormac, Computer Curriculum Corporation, Hartley, Teacher's Friend, and PLATO. The applicability of such word processing packages as Bank Street and Franklin AceWriter to the ESL class is addressed. Quality control in ESL software development is urged, and methods of achieving such control are outlined. Several specific computer assisted instruction (CAI) projects currently in the planning stage or already underway at the City University of New York are specifically described, as well as research on the use of computers in teaching ESL. An informal glossary of computer terminology and a list of sources and resources are included. (LMM)

**ED 253 214** IR 011 490

*Midkiff, Frances F.*  
A Microcomputer Training Model for Training Teachers.

Pub Date—[83]

Note—26p; Paper presented at the Conference of the National Association for the Education of Young Children (Atlanta, GA, November 1983).

Pub Type—Guides—Non-Classroom (055)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Computer Assisted Instruction, \*Computer Literacy, Elementary Education, Higher Education, \*Microcomputers, \*Models, \*Needs Assessment, Objectives, \*Planning, Program Development, Teacher Attitudes, \*Teacher Education

Identifiers—Computer Anxiety

A model for designing efficient teacher training in computer literacy and usage should begin with pre-planning to consider the goals, objectives, and purposes of the training; the needs of the teacher/student; the content and sequence of information to be taught; and careful evaluation procedures for use in further planning. Planners must recognize that teachers may have psychological, mathematical, mechanical, and professional fears concerning the computer and their own abilities. A needs assessment can determine both what teachers want to know and what they need to know. Assessment questions for teachers should focus on introduction to the microcomputer, the effect of computers on society and education, and what knowledge and skills are needed to make effective use of microcomputers in the classroom. The training should include sessions covering: (1) an introduction to the computer and an overview of the state of the art; (2) planned instruction in computer literacy; (3) systematically-designed programs for individual instruction; (4) techniques for working with children in the classroom; and (5) knowledge of the administrative uses of the computer. This report includes a sample teacher questionnaire for assessing training needs and a 27-item bibliography. (LMM)

**ED 253 215** IR 011 492

*Bates, A. W.*  
New Communications Technology and Distance Education: Implications for Commonwealth Countries of the South. Papers on Information Technology No. 239.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—Dec 84

Note—24p; Paper prepared for Commonwealth Secretariat. Light type may not reproduce well.

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Audio Equipment, \*Computers, Cost Effectiveness, Costs, Developing Nations, \*Distance Education, Foreign Countries, Mass Media Effects, \*Media Selection, \*Technology Transfer, \*Telecommunications, Videodisc Recordings

Identifiers—United Kingdom

This review of the technical possibilities of audio, television, computing, and combination media addresses the main factors influencing decisions about each technology's suitability for distance teaching, including access, costs, symbolic representation, student control, teacher control, existing structures, learning skills to be developed, and feedback. Spe-

cific technologies are considered by type as follows: (1) audio radio, audiocassettes, telephone teaching; (2) television-based: broadcast, cable, and satellite television, videocassettes, and videodisks; (3) computer-based: hardware developments and some of the functions of microcomputers, computer assisted learning (CAL), computer conferencing, and audio-graphics systems; and (4) combination systems: computer and videodisk technologies and viewdata, which combines telephone, computer, and television technologies. Questions are raised concerning the potential social and educational effects of introducing these newer technologies to distance education; their cost-effectiveness; their potential impact on the nature of distance education; and whether they should be used in poorer developing countries. Four references are listed. (LMM)

ED 253 216 IR 011 493

Boiss, A. W.

**Selecting and Designing Low-Cost Media for Distance Education. Papers on Information Technology No. 238.**

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—Oct 84

Note—23p; Paper presented at the Zentrales Institut für Fernstudienforschung (Hagen, West Germany, October 1984).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Audiocassettes, Computer Assisted Instruction, Computer Graphics, \*Distance Education, Foreign Countries, Intermode Differences, \*Media Selection, \*Technology Transfer, Teleconferencing, Telephone Communications Systems, \*Videotape Cassettes

Identifiers—\*Audiographics, Open University (Great Britain)

This paper argues that recent developments in technology hold considerable promise for distance education. Audiocassettes, audiographics (the combining of natural sound, via the telephone or audiocassettes, with computer-generated graphics), videocassettes, and computer conferencing are used as examples to identify factors that should be considered in media selection, including access, costs, student control, teacher control, organization, teacher time, and teaching objectives. The use of the CYCLOPS audiographics system in distance tutorials in introducing these newer technologies into existing distance education systems are also discussed. Reasons for using the newer media in distance education are offered, including their potential for improving access to and providing variety in learning materials, their instructional strength, and their cost effectiveness. Twelve references are listed. (LMM)

ED 253 217 IR 011 494

Paiv, Nigel

**New Technology in Open Learning. SCET Open Learning Paper: 403.**

Scottish Council for Educational Technology, Glasgow.

Pub Date—Dec 84

Note—12p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, \*Computer Assisted Instruction, Computer Managed Instruction, \*Computers, Foreign Countries, \*Individualized Instruction, \*Instructional Materials, Interaction, Material Development, \*Open Education, Videotext

Identifiers—\*Computer Uses in Education, Scotland

This paper examines various uses of new technologies in open learning, including methods of electronic delivery and computer assisted and managed learning, and contrasts their specific applications in the areas of administration, delivery of materials, production of materials, student support, and presentation of the materials. New technologies for student support are discussed, including videotext and telesoftware, which enables a user to download either text files or computer programs from a central computer to a remote learner. Characteristics of new technology are examined as they relate to the requirements of open learning materials, which should be individualized, self-paced, and interactive. A summary list of benefits and constraints re-

lated to the use of new technologies in open learning is provided. (LMM)

ED 253 218 IR 011 495

Wademeyer, Don J., Ed.

**PTC85: Toward a Digital World. Telecommunications for Pacific Development. Proceedings of the Annual Conference of the Pacific Telecommunications Council (7th, Honolulu, HI, January 13-16, 1985).**

Pacific Telecommunications Council, Honolulu, HI. Report No.—ISBN-0-8248-1009-0

Pub Date—Jan 85

Note—444p.

Available from—University of Hawaii Press, 2840 Kolowalu Street, Honolulu, HI 96822.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communications Satellites, \*Developing Nations, Development, Distance Education, Electronic Equipment, Foreign Countries, \*Information Networks, Policy Formation, \*Regional Planning, \*Technology Transfer, \*Telecommunications

Identifiers—\*Digital Transmission Systems, Pacific Region

More than 60 papers in this conference proceedings address telecommunications issues in the Pacific region, specifically focusing on the development, use, implementation, and management of new digital communications channels. Following a keynote address on the political and economic realities in the Pacific, entitled "Progress Report on the Independent Commission for World-Wide Telecommunication Development," by Achmad Tahir, papers are presented chronologically to reflect the focus of the three primary conference days. Papers from the first day cover the development of digital channels, including the conceptual framework and current digital developments in business, satellites (analog versus digital), fiber optics, and broadcasting. Use of the channels was examined on the second day, including requirements, information services and systems, technical and engineering aspects, local area networks, and integrated services digital networks (ISDN). Papers from the final day look at topics related to channel management and policy formation for a digital world, such as international issues; choosing technology; human resources and training; economic, social, and political aspects; networks; and satellite versus fiber optic cables. Some papers provide references. (LMM)

ED 253 219 IR 011 496

**School Uses of Microcomputers: Reports from a National Survey. Issue No. 6.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 84

Note—13p; For issues 1-5, see ED 233 111 (#1), ED 234 109 (#2), ED 242 297 (#3, #4), and ED 246 886 (#5).

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Organization, \*Classrooms, Elementary Secondary Education, \*Group Activities, Media Research, \*Microcomputers, National Surveys, School Surveys, Student Characteristics, Teacher Characteristics, \*Teaching Methods, Use Studies

Identifiers—\*Computer Uses in Education

Ways in which teachers organize classrooms when they have more students than microcomputers available to them were investigated as part of the National Survey of School Uses of Microcomputers, which collected data from 1,082 microcomputer-using schools. These schools represent 68% of a nationally representative sample of about 1,600 microcomputer-owning public and non-public elementary and secondary schools with one or more microcomputers for use by teachers or students, that were surveyed between December 1982 and March 1983. Results indicate that: (1) students work at computers individually more often than in pairs or groups, but some form of mutual assistance is more common than strictly solitary activity; (2) social arrangements for using computers are more common at the junior high level; and (3) seatwork is the primary activity of students in a classroom

when other students are engaged at the computer. In addition to grade level and subject matter, variables that might influence style of classroom computer use include the number of students in the classroom, the number of computers available, characteristics of the teacher, and characteristics of the schools' students, particularly the computer-using students. This report is the sixth and final in a series based on the national survey. (LMM)

ED 253 220 IR 011 497

**"A Technical Assistance Report" on Computer Technology Applications. Smithville School District, Smithville, Massachusetts.**

Merrimack Education Center, Chelmsford, Mass.

Pub Date—Oct 83

Note—58p.

Available from—Merrimack Education Center, 101 Mill Road, Chelmsford, MA 01824 (\$9.75 per copy).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, \*Computers, \*Costs, \*Curriculum Development, Electronic Equipment, Elementary Secondary Education, \*Long Range Planning, \*Policy Formation, Program Development, Program Implementation, Purchasing

Identifiers—\*Computer Uses in Education

This report of the Technical Assistance Study provided to the Smithville Public Schools by the Technology Lighthouse of the Merrimack Education Center offers information for use in planning computer technology applications over a 3-year period. It provides specific guidelines and criteria for planning and development, equipment considerations, software and courseware, training, program activities, and financial implications. Charts indicate 23 implementation steps for an organizational structure of grades K-2, 3-5, 6-8, and 9-12, and costs are projected for the 3-year period from July 1, 1983, to June 30, 1986. Issues addressed include appropriate applications for computers in the school program, the effect of the computer on curriculum, and the priority areas for implementing educational technology on the 3-year timetable. Eight specific recommendations are listed that relate to the hiring of a computer applications coordinator, purchase of a high school minicomputer, continued purchase of microcomputers, training considerations, software selection and exchange, administrative and special applications, a system-wide computer committee, and evaluation and updates. Preliminary planning steps outlined include establishing a planning committee, conducting staff awareness activities, developing educational philosophy and policies, documenting current computer-based activities, identifying resources, conducting awareness for key groups, and establishing priorities. (LMM)

ED 253 221 IR 011 498

Becker, Henry Jay

**The Social Context of Using Computers in Schools: It's Not Just a Matter of Good Software.**

Pub Date—Jun 84

Note—18p; Paper presented at the Workshop on Computer Literacy (Paris, France, June-July 1984). For reports on the national survey cited see

ED 233 111, ED 234 109, ED 242 297, ED 246 886, and IR 011 496.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, \*Class Organization, \*Computer Assisted Instruction, Computer Literacy, Elementary Secondary Education, Futures (of Society), \*Microcomputers, Program Development, \*Use Studies

Identifiers—\*Computer Uses in Education

If computers were used ideally in education, each student would have enough computer time, each computer enough student time, and computer-based activities would be chosen well. The move towards using microcomputers in the schools has less to do with any clear and demonstrable instructional advantage of using them, and more to do with general societal-wide interest in applicability of computers. A national survey on students' use of microcomputers in schools found that, although schools have made major investments in microcomputers, very few students get a substantial exposure and benefit from using computers, and the typical computer-using student gets little more than a cursory experience. Given the way schools must operate to provide instruction to hundreds of students, simply

grafting microcomputers onto the school (and even providing the best software and best curriculum available), will not result in extensive or effective use. The organizational problems of using a relatively small number of computers in a school setting require centralized placement, supervision of younger students, knowledgeable and enthusiastic teachers, cooperative planning among teachers with divergent interests and goals, and, in elementary schools, strong involvement of the school principal. (LMM)

ED 253 222

IR 011 499

Zigerell, James

Television and the Humanist.

Pub Date—5 Oct 84

Note—10p.; Paper presented at the Community College Humanities Association Banquet (Kalamazoo, MI, October 5, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Television, Futures (of Society), \*Humanities, \*Humanities Instruction, \*Mass Media, \*Mass Media Effects, Popular Culture, \*Programming (Broadcast), \*Television Viewing.

The mass media and especially television pose problems for teachers in humanities disciplines traditionally associated with leisure, time for reflection, and the quiet contemplation of the good, true, and beautiful. Although other media have been criticized for their deleterious effects, television most affects humanists in their mission because of its pervasiveness. We humanists must understand television as an educational force and somehow come to terms with it. An article in the August, 1984 Atlantic Monthly by David Marc, entitled "Understanding Television," argues that, although television is the most effective purveyor, image, and narrative in American culture, it has failed to become a subject of lively humanistic discourse. Television poses dangers to thought and informed decision-making that humanists must be prepared to address. Much television programming is mere spectacle and can be negatively employed to manipulate, form attitudes, and incite to action. While television has tremendous educational potential, instructional broadcasters sometimes place too much emphasis on entertainment values in their desire to appeal to viewers other than those looking for direct instruction; too much delight can get in the way of the business at hand. Television programming tends to be superficial, not questioning the meaning of life or human experiences. Individuals who daily spend hours passively viewing television are in danger of "remaining what they are," rather than living life to the fullest. Four references are listed. (LMM)

ED 253 223

IR 011 500

The Use of Information Technologies for Education in Science, Mathematics, and Computers.

An Agenda for Research.

Educational Technology Center, Cambridge, MA. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—NIE-400-83-0041

Note—83p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Assisted Instruction, \*Computer Science Education, Educational Research, Information Science, \*Mathematics Education, Models, Planning, Research Methodology, Research Needs, \*Research Projects, \*Science Education, \*Teaching Methods, Technological Advancement, Videocassette Recordings

Identifiers—\*Educational Technology Center MA, \*Instructional Effectiveness

Developed to guide the research of the Educational Technology Center, a consortium based at Harvard Graduate School of Education, this report addresses the use of new information technologies to enrich, extend, and transform current instructional practice in science, mathematics, and computer education. A discussion of the basic elements required for a research framework individually covers the subject matter to be addressed, the pedagogical potentials of computers and related technologies, how various pedagogical styles can be employed to teach the subject matter, identification of the most crucial research topic within this framework, and a research orientation and process for

addressing these topics. The following initial topics are then specified and briefly analyzed: (1) science: weight and density, heat and temperature, formulation of hypotheses, manipulating complex systems; (2) mathematics: word problems, fractions and decimals; (3) computers: functional mental models, programming and cognitive transfer, applications programs; (4) new technologies: school applications of existing videocassettes, the development of school-oriented videocassette materials, educational integration of new technologies with television, speech recognition and access to microcomputers, and non-center projects. Feedback to earlier document drafts is included and explained. (LMM)

ED 253 224

IR 050 987

International Conference on Research Library

Cooperation (Stanford, California, October 1-3,

1984). Papers 1-13.

Research Libraries Group, Inc., Stanford, CA.

Pub Date—Oct 84

Note—185p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Libraries, Cataloging, Consortia, Foreign Countries, Higher Education, \*International Cooperation, \*Library Automation, Library Catalogs, \*Library Cooperation, Library Materials, Library Networks, \*Library Planning, Library Services, Online Systems, \*Preservation, \*Research Libraries

Identifiers—Online Catalogs, Research Libraries Group

This document comprises a program schedule; welcoming remarks by Herman Liebaers (Brussels), entitled "Towards a European Equivalent of the Council on Library Resources"; and conference papers presented at an international conference on cooperation among research libraries. The following papers presented at the conference are (with two exceptions) included here: (1) "Cooperation in the PICA Library Network" (Look Costers, The Hague); (2) "Shared Cataloging Networks in the Federal Republic of Germany: Some Problems of Planning and Realization" (Gunter Gattermann/no formal paper prepared); (3) "Library Automation in Sweden: Central vs. Local" (Lars-Erik Sanner, Stockholm University Library); (4) "The Linked Systems Project: Its Implications for Resource Sharing" (Henriette Avram, Library of Congress); (5) "The Consortium of University Research Libraries: A New Cooperative Venture in the U.K." (F. W. Ratcliffe, Cambridge University); (6) "Setting Up a Network of 'Responsible Libraries' in Sweden" (Karl Marklund, University of Lund); (7) "Resource Sharing among Research Libraries: How It Ought to Work" (Richard M. Dougherty, University of Michigan); (8) "North American Efforts at Worldwide Acquisitions since 1945" (Edward G. Holley, University of North Carolina); (9) "International Cooperation in Preservation" (John Jolliffe, Bodleian Library); (10) "International Cooperation in Preservation of Library Materials" (William J. Welsh, Library of Congress); (11) "Research Libraries Group Preservation Activities" (Marcus McCorison/no formal paper prepared); (12) "The Electronic Library" (Patricia Battin, Columbia University); and (13) "Co-Operative Networks and Service to the Scholar" (Brenda Moon, Edinburgh University). (THC)

ED 253 225

IR 050 988

Blagden, Pauline

The Library Needs of Part-Time Students Preparing for Professional Examinations. Library Research Digest No. 10.

City of London Polytechnic (England). Library and Learning Resources Service.

Pub Date—84

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, Foreign Countries, Higher Education, \*Information Needs, Library Materials, Library Research, \*Library Services, Needs Assessment, \*Part Time Students, Postsecondary Education, \*Professional Associations, \*Professional Education, State Licensing Boards, Testing Programs

Identifiers—City of London Polytechnic (England) The City of London Polytechnic offers a number of part-time courses leading to qualifications awarded by professional associations and similar examining bodies. The majority of the courses are

taught by the departments of accounting and finance, banking and insurance, transport studies, and marketing. There are also courses in biological sciences, civil aviation, marine engineering, maritime studies, and silversmithing and jewellery. A recent conference on library use by part-time students stressed the heterogeneous nature of part-time students and underlined the importance of the library's sensitivity to their information needs. To assess the needs of this group and assist in the provision of appropriate library facilities, questionnaires were distributed to 22 professional associations and similar examining bodies to ascertain their views on the role of the library in courses leading to their examinations. This document reports the responses from 18 (82%) of the associations. Topics covered include reading lists, the importance of course reading, the importance of college library facilities, mention of library facilities in regulations and syllabuses, textbooks, the importance of keeping up-to-date, project work, proficiency in finding information, computerized bibliographic files and databases, and changes in syllabi. The library use questionnaire and a list of the professional associations and other organizations that responded are appended. (THC)

ED 253 226

IR 050 989

Cohen, David

Library Skills. A Self-Paced Program in the Use of Stockton State College Library. Workbook, Handbook, and Program.

Stockton State Coll., Pomona, N.J.

Pub Date—82

Note—106p.; Mary Ann Trail co-authored the "Stockton Workbook Program." Table of Contents page in the Workbook contains light print. Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Libraries, \*College Students, Higher Education, Independent Study, Learning Modules, \*Library Instruction, \*Library Materials, \*Library Skills, \*Reference Materials, State Colleges, Workbooks

Identifiers—Course Integrated Library Instruction, Stockton State College NJ

This course in library skills is designed to acquaint college students with the facilities and resources of their college library (Stockton State College, New Jersey). The two-part module—handbook and workbook—is used in conjunction with specific college courses. Students proceed at their own pace, turning completed assignments in to the Library Office to be corrected. When all questions are answered correctly, a "Complete" mark is forwarded by the library to the student's instructor. Organized by types of materials, the handbook and corresponding workbook include the following chapters: (1) Library Tour; (2) Finding and Borrowing Books; (3) Card Catalog—Author and Title Approach; (4) Card Catalog—Subject Approach; (5) Library of Congress Subject Headings; (6) Periodical Indexes; (7) Finding Stockton College Library Periodicals; (8) Newspaper Indexes; (9) More Periodical Sources—The Abstracts; (10) Dictionaries; (11) Encyclopedias; (12) Almanacs; (13) Biographies; (14) Atlases; (15) Book Review Indexes; (16) Government Documents; (17) Audiovisuals; (18) The Library Search—How To; and (19) Preparing a Bibliography. The Stockton workbook uses a numerical code for its answer key to provide flexibility in preparing workbook variations on each assignment. An appendix lists locations and call numbers of reference works cited in the handbook. A brief description of the program which includes the answer keys is attached. (THC)

ED 253 227

IR 050 990

Long-Range Program for Development of Virginia's Libraries, 1984-1988.

Virginia State Library, Richmond.

Pub Date—[84]

Note—126p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, Disabilities, Guidelines, \*Information Needs, Information Services, Library Administration, \*Library Planning, Library Research, \*Library Services, \*Long Range Planning, Master Plans, Public Libraries, School Libraries, Special Libraries, State Libraries, \*Statewide Planning

Identifiers—Library Services and Construction Act, \*Virginia

The 1979 Governor's Conference on Library and Information Services analyzed the needs of the li-



library and information community and resulted in 47 resolutions intended to improve library and information services in Virginia. The long-range plan presented in this document sets forth the status of library development in the state, examines the needs of the state's libraries, and suggests possible ways of meeting these needs over the next 5 years. The needs were determined from reports submitted by local librarians to the State Library, by observation and surveys made by State Library staff, and through consultations with librarians and trustees. This report addresses the resolutions within the framework of LSCA (Library Services and Construction Act) and comprises sections on: Needs Assessment; the State Library; Public Libraries; Institutional Library Service; Service to the Visually and Physically Handicapped; Academic Libraries; School Libraries; Special Libraries; Plan for Library Development; Dissemination of LSCA Program Results; Coordination of LSCA with Other Library Programs; Criteria Used in Awarding LSCA Funds; and Evaluation of LSCA Projects. Attachments include the Governor's Conference resolutions; guidelines, requirements, and standards for various types of libraries and evaluation criteria; lists of members of advisory committees and councils; and the basic state plan. (THC)

**ED 253 228** IR 050 991  
Montgomery, T. Craig And Others  
**A Multicultural Education Database—A Feasibility Study.**

Alberta Univ., Edmonton. Dept. of Educational Administration.

Spons Agency—Canadian Council for Multicultural and Intercultural Education.

Pub Date—[May 84]

Note—235p; Prepared by the ADP'84 project team.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Computers, Cultural Exchange, \*Databases, Feasibility Studies, Foreign Countries, Information Dissemination, \*Information Needs, Information Processing, \*Information Systems, \*Intercultural Programs, Library Services, \*Multicultural Education

Identifiers—\*Canada

This study identified alternatives for the design, implementation, and operation of a national information management system in multicultural education resources and materials and assessed the feasibility of implementing such a database. Sources of information for the study were potential users of the system, experts in information management and library systems, and document researchers. Data were collected by means of questionnaires, telephone and personal interviews, letters to system suppliers asking for system specifications, in-person interviews with and presentations by a number of suppliers and experts, observations of working systems, an in-depth review of the literature, and the development of a prototype system. This three-part report provides information to assist the non-specialist in understanding the role of library systems and the potential application of a computerized information management system; describes the responses of the two major clients of the system, the users and the information providers; and synthesizes the information and makes final recommendations concerning the feasibility of establishing a national database on multicultural and intercultural education. (THC)

**ED 253 229** IR 050 992  
Baselky, Stuart, Comp.

**OECD (Organisation for Economic Co-Operation and Development): A Guide to Publications and Data Available in the Libraries of Duke University.**

Duke Univ., Durham, NC, Perkins Library.

Pub Date—Aug 84

Note—42p.

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Libraries, Higher Education, \*International Organizations, \*Library Catalogs, \*Library Collections, Library Guides, Library Materials, \*Publications, \*Reference Materials, Statistical Data

Identifiers—\*Duke University NC, \*Organisation for Economic Cooperation Development  
Designed to make Duke University's collection of OECD (Organisation for Economic Co-Operation and Development) publications and data more

readily accessible, this guide is divided into the following sections: Introduction to OECD and Its Publications; General References about OECD and Its Activities; Indexes and Other Sources for Accessing OECD Publications; Types, Titles, and Availability of OECD Publications; Useful Addresses and Telephone Numbers and Free Information on New OECD Publications; and a Title Index. Most of the periodical and annual publications of the OECD are listed in the fourth section. Each entry includes (1) previous title(s) if any; (2) call number; (3) holdings at Duke University; (4) accession number for analytical abstract and microfiche holdings from the Index to International Statistics (IIS); (5) a brief abstract of the publication; and (6) related publications, if any. (THC)

**ED 253 230** IR 050 993

**The Name Authority Cooperative/Name Authority File Service.**

Council on Library Resources, Inc., Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Commonwealth Fund, New York, N.Y.

Pub Date—May 84

Note—128p; Prepared by the Task Force on a Name Authority File Service as part of the Bibliographic Service Development Program. For related documents, see ED 205 180 and IR 050 994-996.

Pub Type—Numerical/Quantitative Data (110) - Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Libraries, \*Cataloging, Indexing, Information Networks, Information Services, Library Automation, \*Library Cooperation, \*Library Networks, Library Research, Library Surveys, \*Library Technical Processes, Medical Libraries, \*Online Systems, Public Libraries, Technology

Identifiers—Authority Control (Information), Council on Library Resources, \*Name Authority Files

This report reviews the background and rationale for a cooperative authority file building system and describes the services, products, and operation of the new Name Authority Cooperative (NACO). The document defines the relationship between NACO, other Library of Congress (LC) cooperative projects, and the Linked Systems Project (LSP). The document comprises: (1) a brief description of how the NACO service will be operated by LC, including what will be included in the NACO name authority file, how various types of libraries will contribute to the file or use the records, and how LC will manage the project; (2) delineation of the factors that will be considered in selecting libraries to participate in the ongoing maintenance of NACO; (3) a description of the quality review procedures and standards that will be applied to records; (4) a description of what still needs to be done before NACO begins to function, and an outline of the relationship of NACO to LSP. Appendices include: a report from a 1979 meeting that presents the background and rationale for the project; revisions of the "Requirements Statement for the Name Authority File Service"; results of a survey conducted in 1982 to ascertain the likely use of such a service and the features that would be most useful; and a glossary. (THC)

**ED 253 231** IR 050 994

Aveney, Brian, Ed.

**Online Catalog Design Issues: A Series of Discussions. Report of a conference sponsored by the Council on Library Resources (Baltimore, Maryland, September 21-23, 1983).**

Council on Library Resources, Inc., Washington, D.C.

Pub Date—Jul 84

Note—250p; Part of the Bibliographic Service Development Program. For related documents, see IR 050 993-996.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Academic Libraries, Cataloging, Computer Science, Guidelines, \*Information Retrieval, \*Information Storage, \*Information Systems, Library Automation, \*Library Catalogs, Library Networks, \*Online Systems, Programming, Research Libraries, Search Strategies, \*Systems Development

Identifiers—Council on Library Resources, \*Online Catalogs

Developed from presentations given at a 3-day invitational meeting of 31 leading online catalog designers from both public and private sectors in North America, these papers provide information about online catalogs—their present form, their use, and the questions that need to be considered in their future refinement. All of the papers in this volume have been edited from transcripts or original texts. In a few cases, papers have been extensively reworked. The document comprises: (1) "Data Structures and Resource Consumption" (John R. Schroeder and Jessie J. Herr); (2) "Search Retrieval Options" (James F. Corey); (3) "User Feedback in the Design Process" (Charles Hildreth); (4) "Screen Layouts and Displays" (Joseph R. Matthews); (5) "Command Languages and Codes" (Michael Monahan); (6) "Online User Prompts and Aids" (Clay Burrows); (7) "Linking of Systems" (Ray DeBuse); (8) "Telecommunications Considerations for Online Catalogs" (Edwin Brownrigg); and (9) "Summary Questions and Discussion" (Brian Aveney). An agenda of the meeting and a list of participants are appended. (THC)

**ED 253 232** IR 050 995

Gregor, Dorothy, Ed.

**Retrospective Conversion. Report of a conference sponsored by the Council on Library Resources (Wayzata, Minnesota, July 16-18, 1984).**

Council on Library Resources, Inc., Washington, D.C.

Pub Date—Sep 84

Note—142p; Part of the Bibliographic Service Development Program. For related documents, see IR 050 993-996, and the RECON Report (ED 247 959).

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Academic Libraries, Library Automation, \*Library Catalogs, Library Cooperation, Library Materials, Library Networks, \*Library Planning, Music, National Programs, \*Online Systems, Position Papers, Public Libraries, \*Research Libraries

Identifiers—\*Machine Readable Bibliographic Data Bases, Machine Readable Cataloging, \*Retrospective Conversion (Library Catalogs)

The 29 participants in this meeting on retrospective conversion included research and public library administrators; representatives from the Library of Congress, the major bibliographic utilities, and the regional networks; librarians with experience in planning retrospective conversion projects; three authors of the "Issues in Retrospective Conversion (RECON) Report"; and Council on Library Resources (CLR) staff. This report of the meeting opens with a description and summary of the RECON Report and an exploration of its basic assumptions, followed by an outline of the retrospective conversion activities of the bibliographic utilities—WLN (Washington Library Network), RLG (Research Libraries Group), and OCLC (Online Computer Library Center)—and a discussion of RLAC (Research Library Advisory Committee of OCLC) RECON-related activities. Next, the RECON Report is critiqued by Richard De Gennaro and David Bishop and a three-member panel addresses the topic "What It Would Take to Make Things Happen." Recommendations for action resulting from four small group discussions are reported, refined by the entire group, and presented as a set of priorities for council action. Summaries of the recommendations and of the Meeting on Retrospective Conversion for Music Materials are included. A meeting agenda and a list of participants are appended. (THC)

**ED 253 233** IR 050 996

Gregor, Dorothy, Ed.

**Retrospective Conversion of Music Materials. Report of a conference sponsored by the Council on Library Resources (Wayzata, Minnesota, July 18-19, 1984).**

Council on Library Resources, Inc., Washington, D.C.

Pub Date—Sep 84

Note—124p; Part of the Bibliographic Service Development Program. For related documents, see IR 050 993-995.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Libraries, Library Automation, Library Catalogs, \*Library Collections, Library Cooperation, \*Library Materials, Library

Networks, Library Planning, \*Music, \*Online Systems, Position Papers, Public Libraries, Research Libraries  
 Identifiers—\*Machine Readable Bibliographic Data Bases, Machine Readable Cataloging, Name Authority Files, \*Retrospective Conversion (Library Catalogs)

This meeting on the retrospective conversion (RECON) of music materials brought together 21 individuals to plan the integration and coordination of RECON activities within the context of the music library community. Major music societies and professional music groups were represented as were music faculty and composing communities. This document reports the activities of and recommendations resulting from the meeting. Participants were prepared for the discussion by five position papers: (1) "Names of Persons and Organizations Associated with the Musical Creation" (Richard P. Smiraglia); (2) "Retrospective Conversion of Subject Headings and Series" (Catherine R. Garland); (3) "Uniquely Musical Access Points (Coded)" (Arsen Ralph Papakhian); (4) "What Can Be Accomplished at the Terminal?" (Connie Field); and (5) "Post Input Authority Work for Retrospective Conversion of Bibliographic Items for Music: What Are the Possibilities?" (Ed Glazier). Three subgroups were formed to address the issues raised in the position papers and to discuss the organizational questions posed by the desire to coordinate the efforts of AMLG (Associated Music Libraries Group) and REMUS (a committee of the OCLC Music Users Group). Their individual recommendations and a summary of the group recommendations are included. A meeting agenda, a list of participants, a worksheet on standards for retrospective conversion, and a summary of the Retrospective Conversion Meeting are appended. (THC)

ED 253 234 IR 050 997

Schmidt, Janine Betty. Anderson, Barbara Paxon. Sources of Brief Factual Information. Reprinted with Corrections.

Kuring-gai Coll. of Advanced Education, Lindfield (Australia).

Report No.—ISBN-0-909177-25-2

Pub Date—83

Note—126p.

Available from—Centre for Information Resources Studies, Kuring-gai CAE, P.O. Box 222, Lindfield, NSW 2070, Australia (\$10.00 per copy).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Dictionaries, \*Directories, \*Encyclopedias, Evaluation Methods, Foreign Countries, Higher Education, Information Retrieval, Information Sources, Library Education, Library Material Selection, Workbooks, \*Yearbooks

Identifiers—\*Australia

Intended for students studying information resources units at Kuring-gai College of Advanced Education, this coursebook examines the nature of information, its generation, and the categories and characteristics of various formats of information resources available. Designed as an introduction to sources of brief factual information, the document contains sections on dictionaries; encyclopedias; handbooks, manuals, and yearbooks; and directories. For each type of resource examined, the characteristics are given and titles are listed as examples, concentrating on Australian resources but also including works of British and American origin. Appropriate evaluation criteria are discussed and effective means of use are described. Student activities involving independent study and work in class, both on individual and group bases, are included. (THC)

ED 253 235 IR 050 998

Kilpea, Raymond. A Statistical Analysis of Library School Deans' Publications.

Pub Date—[84]

Note—25p.

Pub Type—Numerical/Quantitative Data (110) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Deans, \*Authors, Citations (References), Comparative Analysis, Higher Education, Library Education, Library Research, \*Library Schools, \*Publications, Statistical Analysis

The purpose of this study was to ascertain the

extent to which deans holding office in 1983 in American Library Association (ALA) accredited graduate library education programs fulfilled the expectations of academia and the ALA "Standards" requirement with respect to sustained productive scholarship and evidence of aptitude for research through their publications. Citations to deans' publications were obtained by searching "Library Literature." All cited publications were examined. This statistical report analyzes the total number of publications by female and male deans both prior to and after assuming office, by deans of schools with and without doctoral programs, and by deans of doctoral schools receiving the "top" ratings in Herbert S. White's 1981 survey of library education programs. Periodical articles which represent the principal vehicle for the transmission of new information and research, are analyzed with regard to the type of periodicals in which articles were published, their subject content, and the principal types of literature. This last analysis uses a classification analogous to one devised by Ralph A. Beals in 1941 which divided library literature into three principal types: glad tidings, testimony, and research. (Author/THC)

ED 253 236

Lipetz, Ben-Ami. Paulson, Peter J.

A Study of Impact of Technological Change in Library Service Facilities: Changes in Use of the Public Catalog at the New York State Library Associated with the Introduction of Online Subject Searching Capability in the Public Catalog.

Summary Report.

New York State Library, Albany.

Spons Agency—Council on Library Resources,

Inc., Washington, D.C.

Pub Date—15 Oct 84

Grant—CLR-30007-E

Note—34p.

Available from—New York State Library, Gifts & Exchange, Albany, NY 12204 (\$4.00 per copy, prepayment required. 20% discount on orders of 10 or more).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, \*Library Automation, \*Library Catalogs, Library Facilities, Library Research, Nonprint Media, \*Online Systems, State Libraries, \*Subject Index Terms, Use Studies

Identifiers—\*New York State Library, \*Online Catalogs

To study the users and use of the subject searching capability offered by the new online public catalog at the New York State Library (NYSL) a study was begun before the catalog change in mid-1983 and continued for a considerable time after the change. Data were collected during three 1-week periods; one preceded the catalog change and two followed. It was thus possible to detect differences associated with the catalog change, and also to determine whether any of the differences detected were likely to be permanent or transient. The methodology of the study was adapted from earlier use studies of NYSL. As in the earlier studies, library user traffic was measured unobtrusively throughout the study weeks, and frequent short, standardized interviews were conducted with a sample of users. In this research, the method was applied simultaneously to the population of users of the public catalog, by unobtrusively counting and timing users of the online computer terminals and microfiche viewers associated with the public catalog, and by interviewing a sample of catalog users as they were leaving the catalog-access devices. Factors considered for possible impact effects included: the amount and distribution of use of the public catalog; the proportion of subject searches; the duration of catalog searches; their success rate; the use of librarian assistance with catalog searches; use preference for online catalog access versus microfiche catalog access; the motivation of catalog searches; and the affiliations of catalog users. References, the User Exit Interview Guide, and the Catalog User Interview Guide are appended. (THC)

ED 253 237

Schmidt, Janine, Ed.

Subject Information Resources: A Guide to Information Resources in Selected Subject Areas of the Humanities, the Social Sciences, and Pure and Applied Sciences.

Kuring-gai Coll. of Advanced Education, Lindfield

(Australia).

Pub Date—83

Note—269p.

Available from—Centre for Information Resources Studies, Kuring-gai College of Advanced Education, P.O. Box 222, Lindfield, NSW 2070, Australia (\$14.00 per copy).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, Higher Education, \*Information Sources, \*Intellectual Disciplines, Library Education, \*Library Materials, \*Reference Materials, \*Resource Materials, Workbooks

Identifiers—\*Australia

Intended for use in courses in information resources at Kuring-gai College of Advanced Education, this guide approaches information resources by subject, building on previous information resources courses which concentrated on format. Resources for selected disciplines within the broad subject areas of the humanities, the social sciences, and pure and applied sciences are examined. The disciplines covered—literature, fine arts, law, history, education, chemistry, biological sciences, medicine, and engineering—were selected because they illustrate both different information use patterns and a variety of different types of information resources. The segment for each discipline examines briefly the nature of the subject and the way in which information is generated and communicated in that subject, in order to provide a background and setting for the identification, evaluation, and use of its information resources. Study questions and exercises are included for each section. The guide concentrates on Australian information resources, but also includes material produced in other countries that is relevant to the Australian situation. (Author/THC)

ED 253 238

Perdue, Bob. Piotrowski, Chris

Supervisory Rotation: Impact on an Academic

Library Reference Staff.

Pub Date—[84]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Libraries, Case Studies, Higher Education, \*Library Administration, Library Personnel, Library Research, \*Reference Services, Supervision, \*Supervisory Methods

Identifiers—\*Supervisory Rotation, University of West Florida

The results of a managerial rotation program in a medium-sized academic library reference department are presented. After meeting certain minimal eligibility requirements, librarians in this department take turns on a 2-year cycle serving as head of the department. This case study is used as a model to assess both the advantages and disadvantages of a supervisory rotation plan, and to examine the impact of this collegial management technique on the staff, library, and patrons. (Author/THC)

ED 253 239

The University of North Carolina at Chapel Hill

Public Services Study Report, One of a Series of Self-Studies and Research Projects. Final Report.

Association of Research Libraries, Washington, D.C. Office of Management Studies; North Carolina Univ., Chapel Hill.

Spons Agency—General Electric Foundation, Ossining, N.Y.

Pub Date—[Nov 84]

Note—47p; Report issued by the Academic Affairs Library.

Available from—Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 (\$15.00 per copy prepaid).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Higher Education, \*Information Needs, Information Services, \*Library Administration, Library Automation, Library Personnel, Library Research, \*Library Services, Position Papers, Research Libraries, \*Self Evaluation (Groups)

Identifiers—\*University of North Carolina Chapel Hill

This final report completes a self-study begun in

August 1983 by the University of North Carolina at Chapel Hill Academic Affairs Library to provide an opportunity for staff to lay the groundwork for services within a new facility. Broad areas identified for study were: effectiveness of services to users, coordination of public services throughout the system, organizational changes within the public services division, programmatic and budgetary priorities, and working relationships between the public services division units and units of other divisions. Task Forces worked in the areas of Internal Communication; Organization, Management, and Staffing; Technology and Public Services; and User Needs, Service Performance, and the Promotion of Public Services. During the self-study, which included a survey of 1,100 library users, over 200 draft recommendations were suggested; and 66 final recommendations are included in this report. The report also includes the director's charge and a one-page introduction. Recommendations are arranged according to the following topics: Communication; Committee System in General; Planning and Coordinating Groups; and Specific Departments and Areas—Planning and Coordination, Staffing, Staff Development and Training, Public Service Policies, Referrals, Microcomputers, Copying Equipment, Access to the Collection, and Issues for Further Review and Study. Task Force reports are available separately from the Association of Research Libraries. (THC)

**ED 253 240** IR 051 003  
*Buckingham, Betty Jo*  
**Weeding the Library Media Center Collections.**  
 Iowa State Dept. of Public Instruction, Des Moines.  
 Pub Date—84  
 Note—27p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Elementary Secondary Education, Guidelines, \*Learning Resources Centers, \*Library Collections, \*Library Materials, \*Library Planning, School Libraries, Two Year Colleges  
 Identifiers—Iowa, \*Weeding (Library)

These guidelines for weeding library media collections are addressed to elementary and secondary school library media centers and to community college and vocational school library resource centers in Iowa. The publication includes some philosophy about weeding, and specific guidelines are summarized in bold-faced type for ease of use. The publication is designed to provide guidance for those who want weeding of all formats of materials (not just print materials) to become an integral part of their selection-acquisition-use-discard cycle. A summary of past departmental policy statements and planning procedures dealing with library collection weeding is followed by topical sections on: why, when, and how to weed; subjective and objective weeding criteria; weeding guidance for print and nonprint collections in schools and community colleges, and how to discard. A 20-item list of sources and flow-charts of steps in both the objective and subjective weeding processes are appended. (THC)

**ED 253 241** IR 051 004  
*Lesh, Nancy, Ed. Morse, B. Jo, Ed.*  
**Alaska is a Library. The Alaska Library Network: A Review of Its Components, Status, and Dreams for the Future.**

Alaska Univ., Anchorage.  
 Spons Agency—Alaska State Library, Juneau.  
 Pub Date—Jun 84  
 Note—182p.; Proceedings of the Annual Conference of the Alaska Library Association (Sitka, AK, March 5-7, 1984).  
 Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC00 Plus Postage.**  
 Descriptors—Library Acquisition, \*Library Automation, \*Library Collections, Library Material Selection, \*Library Networks, Position Papers, Public Libraries, \*Resource Allocation, School Libraries, Special Libraries, State Libraries  
 Identifiers—Alaska

Papers presented at the annual conference of the Alaska Library Association (AKLA) focused on the Alaska Library Network with special emphasis on collection development and resource sharing through networking. Papers and reports from the conference, some of which have been updated, are presented in six chapters. The first provides an overview of collection development in Alaska; how-to information and criteria for assessment activities;

summaries of discussions of collection development in various types of libraries; the keynote address by Paul Mosher of Stanford University; and a list of people to contact for help. The second chapter includes a discussion of automation and its use in libraries; information on how to prepare for automation; descriptions of the WLN and OCLC automated systems and factors involved in using a stand-alone system; an overview of the experiences of a school district participating in WLN; and information on automated circulation systems being used in the state. The third chapter provides information on microforms and sources for microfiche readers, and descriptions of the basic tools and distribution systems for resource sharing in Alaska. The last three chapters present comments made by the Alaska State Librarian during the conference, a description of the status of the Alaska Library Network and a set of draft recommendations for its growth and development, and summaries of four conference workshops. (THC)

**ED 253 242** IR 051 005  
*Brockman, J. R.*

**The Assessment of Library Performance. An Australian Perspective of the British Inter-Library Comparison Project.**  
 Western Australian Inst. of Tech., Perth.  
 Report No.—ISBN-0-908155-68-9  
 Pub Date—84  
 Note—26p.  
 Available from—Western Australian Institute of Technology, Kent Street, Bentley W.A. 6102, Australia (\$2.00 per copy plus postage).  
 Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Academic Libraries, \*Comparative Analysis, \*Cost Effectiveness, Efficiency, Foreign Countries, Higher Education, \*Library Administration, Library Personnel, Library Research, \*Organizational Effectiveness, Performance, Resource Allocation

Identifiers—Australia, \*British Library (England)  
 Based on material obtained and observations made in 1982, this Australian study focuses on the British Library's inter-library comparison (ILC) project for academic libraries. The report is presented in five sections, the first of which is a brief introduction. The second section deals with the general concept of inter-organization comparison as a management tool, particularly in the field of higher education. The third section describes the Centre for Interim Comparison (CIFIC), the British Library's contractor for the academic libraries project. The fourth discusses the Centre's approach to ILC and includes a summary of those portions of the CIFIC report that appear relevant to the decision on whether or not the technique would be appropriate for introduction to Australia. Finally, the fifth and last section contains an account of observations made during visits to 6 of the 20 participating libraries, together with points arising from meetings with the staff members of the British Library and the CIFIC who were primarily responsible for the project. A nine-item reference list and two functional cost analysis tables—one for loans and reservations and the other for acquisitions and cataloging—from the Inter-Library Comparison for Academic Libraries are included. (THC)

**ED 253 243** IR 051 006  
*Boorstin, Daniel J.*  
**Books in Our Future.**  
 Congress of the U.S., Washington, DC. Joint Committee on the Library; Library of Congress, Washington, DC.

Report No.—ISBN-0-8444-0490-X; S-PRT-98-231  
 Pub Date—84  
 Note—58p.; Report of a study conducted under the auspices of the Center for the Book. Photographs may not reproduce.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—\*Books, \*Futures (of Society), Libraries, \*Long Range Planning, Position Papers, Public Policy, Reading Difficulties, Reading Habits, \*Reading Improvement, Reading Skills, \*Reading Strategies, Recreational Reading, Schools, \*Technological Advancement

Identifiers—\*Library of Congress  
 This study explores the changing role of the book

in the future. The report draws on interviews with authors, publishers, booksellers, computer experts, librarians, scientists, educators, and scholars and on the experience of the Library of Congress staff. The first part, "The Culture of the Book: Today and Tomorrow," includes sections on: Books in Our Lives; A Nation of Readers; the Twin Menaces: Illiteracy and Aliteracy; Combining Technologies: The Adaptable Book; and Unexplored Opportunities. Part Two, "A Manifesto Program for a Massive Problem," suggests numerous activities that citizens can undertake to improve reading habits with sections on: Families and Homes, Schools, Libraries, Churches, Civic and Fraternal Organizations, Businesses, Book Publishers and Booksellers, Newspapers and Magazines, Television and Radio, Labor Unions, Colleges and Universities, Cities and Local Communities, the States, and Prisons and Correctional Institutions. A directory of organizations cited in this section is provided. The next two sections in Part II offer suggestions to Congress and the Executive Branch, and the report concludes with a brief review of initiatives undertaken at the Library of Congress. (THC)

**ED 253 244** IR 051 007  
**Brown University Public Services Study Report. Final Report. One of a Series of Self-Studies and Research Projects.**

Association of Research Libraries, Washington, D.C. Office of Management Studies; Brown Univ., Providence, R.I.  
 Spons Agency—General Electric Foundation, Ossining, N.Y.  
 Pub Date—Aug 84  
 Note—72p.

Available from—Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$15.00 per copy prepaid).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Libraries, Higher Education, Information Services, \*Library Administration, \*Library Automation, \*Library Facilities, Library Materials, Library Personnel, \*Library Planning, Library Research, \*Library Services, Position Papers, Research Libraries, Self Evaluation (Groups), Technology

Identifiers—Brown University RI

This self-study by the public services staff of Brown University Library provided an opportunity for them to examine past, present, and future operations. The study was conducted by 33 volunteers from the library staff, who were organized into 1 study team and 5 task forces; they worked more than 14 months to develop the recommendations and plans included in this report. Task forces were organized according to the following issues: Facilities/Space, Interdepartmental Relationships, Staffing/Organization, Technology, and User Needs/Philosophy of Service/Impact. Comprehensive staff and user surveys were a major part of the self-study effort: more than 1,000 users participated in a survey, and more than two-thirds of the library staff completed questionnaires. The 178 recommendations included in this final report are organized functionally, and the study team has indicated time frames for each action. The recommendations fall into the general areas of: (1) Services, Organization of Service Units and Provision of Services; (2) Technology: Network of Scholars' Workstations, Online Catalog, Data Touch, and Electronic Publishing; (3) Communications, Staff, and Training; and (4) Facilities and Space. The final report includes a list of study participants, an introduction, a statement of the goals and objectives, and a description of the methodology. A descriptive listing of the recommendations is followed by an index of actions required. (THC)

**ED 253 245** IR 051 008  
*Cassidy, Mary*  
**Collection Development Policy. Revised.**  
 William Paterson Coll., Wayne, NJ. Sarah Byrd Askew Library.

Pub Date—84  
 Note—41p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Academic Libraries, Guidelines, Higher Education, \*Library Acquisition, \*Library Circulation, \*Library Collections, Library Materials, \*Library Material Selection, \*Library Plan-



ning, Position Papers

Identifiers—William Paterson State College NJ

This collection development policy serves as a planning tool for William Paterson State College library decision-makers by providing information necessary for the allocation of funds for library materials. As a communications tool it provides guidelines for establishing priorities for the selection of library materials and criteria for the withdrawal of materials from the library collection. The five-part policy consists of: (1) an introduction; (2) a statement of collection development goals which includes primary and secondary goals; (3) a section on materials selection and withdrawal which includes policies for the selection and acquisition of all print and non-print materials; (4) a section on general policies; and (5) a section on specific format and collection policies with information pertaining to specific types of materials or to materials in specific library collections. Appendices include copies of the American Library Association's "Freedom to Read Statement," "Library Bill of Rights," and "Intellectual Freedom Statement," and the Educational Film Library Association's "Freedom to View" statement. Specialized terms used in the policies are defined in a glossary. (THC)

ED 253 246

IR 051 009

Robinson, William C.  
Complaint Handling in the Library. Occasional  
Papers Number 166.

Illinois Univ., Urbana. Graduate School of Library  
and Information Science.

Pub Date—Dec 84

Note—37p.

Available from—University of Illinois, Graduate  
School of Library and Information Science, Publica-  
tions Office, 249 Armory Building, 505 East  
Armory Street, Champaign, IL 61820 (\$3.00 per  
copy).

Pub Type—Guides - General (050) — Opinion Pa-  
pers (120)

EDRS Price - MF01/PC01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Conflict Resolution, Guidelines, Li-  
braries, \*Library Administration, Library Role,  
\*Library Services, Position Papers, Problem Solv-  
ing, \*User Satisfaction (Information)  
Identifiers—\*Library Users

Arguing that complaints are inevitable and that  
complaint handling should be an integral part of the  
library's public service program, this paper identifies  
and discusses the components of such a program.  
Concerns discussed are those that should be of  
general interest to all types of libraries, and the primary  
focus is on external complaints, i.e., those made by  
library users or others not employed by the library.  
The paper comprises the following sections: (1) In-  
troduction; (2) The Problem; (3) Management  
Commitment; (4) The Policy Statement; (5) The  
Procedure; (6) Complaint Receipt and Initial Re-  
sponse; (7) Formalization of the Complaint; (8) Re-  
ceipt of the Written Complaint; (9) Initiation of Fact  
Finding; (10) The Fact-Finding Report; (11) Patron  
Response and Appeal; (12) The Problem Patron;  
(13) Conclusion; (14) Acknowledgements; (15) Re-  
ferences; and (16) Vita. (THC)

ED 253 247

IR 051 010

Pulmer, Joseph W.

Oral History in Public Libraries. Occasional Pa-  
pers Number 167.

Illinois Univ., Urbana. Graduate School of Library  
and Information Science.

Pub Date—Dec 84

Note—36p.

Available from—Occasional Papers, Graduate  
School of Library and Information Science, Publica-  
tions Office, 249 Armory Building, 505 E. Ar-  
mory Street, Champaign, IL 61820 (\$3.00 per  
copy).

Pub Type—Opinion Papers (120) — Reports - Re-  
search (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Interviews, Library Planning, Li-  
brary Research, Library Surveys, \*Local History,  
\*Oral History, Primary Sources, \*Public Libraries,  
\*Social History

Identifiers—California, Illinois, Indiana, New York  
In order to gather information detailing the extent  
and effectiveness of oral history projects in public  
libraries, questionnaires were sent to public libraries  
in 11 states that listed "oral history" among their  
resources in the American Library Directory, and to  
a small number of other libraries in these states with

oral history projects that have been mentioned in  
the literature. A total of 182 questionnaires were  
sent; of the 111 libraries that replied, 6 reported no  
oral history resources. Usable replies were received  
from 105 libraries. Following an introduction and  
discussion of the methodology, this report examines  
projects developed in California, Illinois, Indiana,  
and New York in each of the following time periods:  
pre-1970, 1970-76, and post-1976. Successful  
projects are noted for each of these states. Oral history  
projects in seven other states—Connecticut,  
Iowa, Kansas, Florida, Idaho, Alabama, and Georgia—  
are also described, but in less detail. Finally,  
comments and advice, conclusions and recommen-  
dations, and a bibliography are provided. (THC)

ED 253 248

IR 051 011

Tell, Bjorn V.

Current Trends in the Developed Countries and  
Likely Future Developments in Information Science  
and Policies. Suggestions for Curricula  
Designers in Developing Countries.

Report No.—LULID5/LIBR-9000

Pub Date—17 Sep 84

Note—11p; Paper presented at the Annual Confer-  
ence of the IFD/Education and Training Com-  
mittee (The Hague, Netherlands, September  
17-20, 1984). Prepared at Lund University Li-  
brary.

Pub Type—Opinion Papers (120) — Reports - De-  
scriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, Data-  
bases, Developed Nations, \*Developing Nations,  
Higher Education, Information Retrieval, \*Infor-  
mation Science, Information Storage, \*Infor-  
mation Systems, \*Library Education, Policy,  
\*Technological Advancement

In response to technological developments that  
are bringing about changes in the information field,  
this paper focuses on factors that should be consid-  
ered in planning for curriculum changes in library  
education in the developing nations. The paper  
comprises information on: (1) the background of the  
study; (2) the importance of scientific journal litera-  
ture; (3) precursors for the developing countries,  
including events in the publications and communi-  
cations fields; (4) changes in the information profes-  
sion, including the development of tools for the  
processing and transfer of information and the use  
of databases through the applications of modern  
technology and normative tools; (5) the need for an  
information policy and the integration of thought  
about such a policy in library training; (6) hints for  
educators; and (7) conclusions. A list of references  
is provided. (THC)

ED 253 249

IR 051 013

Heintze, Robert A.

Library Statistics of Colleges and Universities,  
1982.

National Center for Education Statistics (ED),  
Washington, DC.

Report No.—NCES-84-218

Pub Date—[Sep 84]

Note—153p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
DC 20402.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Academic Libraries, Higher Educa-  
tion, Interlibrary Loans, \*Library Circulation,  
\*Library Collections, \*Library Personnel, \*Li-  
brary Services, Library Surveys, National Sur-  
veys, Statistical Distributions, Statistical Studies  
Identifiers—\*Library Statistics

This report is based on data gathered in a 1982  
survey of college and university libraries conducted  
as part of the Higher Education General Informa-  
tion Survey (HEGIS). The survey had a 91% re-  
sponse rate from a universe of 3,326 colleges and  
universities. The 1982 data categories cover the fol-  
lowing time frames: staff and library hours as of fall  
1982; holdings, acquisitions, receipts, expenditures,  
circulations, and interlibrary loans for the school  
year ending in June 1982; and transactions for a  
typical week in spring 1982. The last prior survey of  
college and university libraries was conducted in fall  
1979. Data from the two surveys are compared to  
show changes over the years. Tabular summaries of  
the 1981-82 survey are presented in two parts. Ta-  
bles in part one are stratified, to provide aggregates  
for the following categories: universities, 4-year in-  
stitutions with graduate students, 4-year institutions  
without graduate students, and 2-year institutions.

The tables in part two provide aggregates in the new  
NCES (National Center for Education Statistics)  
institutional categories: Doctoral; Comprehensive;  
General Baccalaureate; Two-Year; Specialized; and  
New. Appendix A describes these categories.  
(THC)

ED 253 250

IR 051 014

Schmidt, Karen A.

The Other Librarian: A Survey of Undergraduate  
Library Science Programs and Their Graduates.

Pub Date—83

Note—22p.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, \*Bachelors De-  
grees, \*Educational Trends, \*Employment Op-  
portunities, Higher Education, \*Librarians,  
\*Library Education, Library Surveys, Undergrad-  
uate Students

This survey was designed to produce and com-  
pare data on the number and composition of under-  
graduate library science graduates for a specific year  
(1980) with statistics on master's level graduates; to  
identify the probable placement opportunities for  
undergraduate library science students; to define  
the administrative levels within colleges and univer-  
sities which such programs enjoy; and to represent  
the attitudes of undergraduate library science edu-  
cators on such topics as the role of the undergrad-  
uate program in library education and the future of  
the undergraduate degree. The 1980 American Li-  
brary Association Standing Committee on Library  
Education's "Undergraduate Programs in Library  
Education (Four-Year Schools)" was used to define  
the population to be surveyed. Of the 227 surveys  
mailed, 166 (73.1%) were returned. Twenty-nine  
schools reported having no appropriate program  
and seven supplied unusable information, leaving a  
total of 130 usable responses. An overall review of  
the responses shows a high degree of commitment  
to programs which many respondents believe are  
dying out. Undergraduate programs seem to be pro-  
ducing employable graduates, particularly in the  
area of school/media librarianship, and there is a  
feeling among the administrators of these programs  
that their graduates can be competitive in other ar-  
eas of librarianship as well. Following an introduc-  
tion and information on survey methodology, the  
report contains sections on: degrees and programs;  
graduates; positions and salaries; and the attitude  
survey. References and the survey instrument are  
included. (THC)

ED 253 251

IR 051 015

Bausser, Jaye

Online Catalogs: Issues and Concerns.

ERIC Clearinghouse on Information Resources,  
Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Report No.—IR-67

Pub Date—84

Contract—400-82-0001

Note—47p; An ERIC Information Analysis Prod-  
uct.

Available from—Information Resources Publica-  
tions, 030 Huntington Hall, Syracuse University,  
School of Education, Syracuse, NY 13210 (IR-67;  
\$6.00 per copy plus \$1.50 shipping and handling).

Pub Type—Information Analyses - ERIC Informa-  
tion Analysis Products (071) — Opinion Papers  
(120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Indexing, Library Administration,  
\*Library Automation, \*Library Catalogs, Library  
Cooperation, Library Networks, Library Plan-  
ning, Library Research, \*Library Services, \*On-  
line Systems, \*Systems Development  
Identifiers—\*Online Catalogs, Retrospective Con-  
version (Library Catalogs)

This document explores the various issues and  
concerns related to the development of online sys-  
tems in libraries and, in particular, online catalogs.  
Following a preface, foreword, and introduction,  
chapters are devoted to each of the following topics:  
(1) providing for special interests including the dis-  
abled; (2) authority control; (3) subject access; (4)  
retrospective conversion; (5) resource sharing; (6)  
standards; and (7) education. The document is in-  
tended to help those who are involved in online  
catalog design, implementation, and use by making  
them more aware: (1) of the issues; (2) of the current  
activity related to them; and (3) of the consequences  
of that activity on the library profession, on the

services provided to library users, and on the profession, on the services provided to library users, and on the library as an institution. A list of acronyms and a subject bibliography are included. (THC)

**ED 253 252** IR 051 016  
Temple University Public Services Study Report.

One of a Series of Self-Studies and Research Projects. Final Report.  
Association of Research Libraries, Washington, D.C. Office of Management Studies.

Spons Agency—General Electric Foundation, Ossining, N.Y.  
Pub Date—[Aug 84]  
Note—126p.

Available from—Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue N.W., Washington, DC 20036 (\$15.00 per copy prepaid).

Pub Type—Opinion Papers (120) — Reports — Evaluative (142)  
EDRS Price — MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Libraries, Higher Education, Information Needs, Information Services, \*Library Administration, Library Automation, Library Facilities, Library Personnel, \*Library Planning, Library Research, \*Library Services, Position Papers, Research Libraries, Self Evaluation (Groups)

Identifiers—Library Users, \*Temple University PA

This self-study by Temple University Libraries involved the efforts of 33 library staff members—9 on the study team, and 24 on 4 task forces—over a period of 12 months. Task forces were organized according to four issues: Organization of Public Services, Staffing and Management, Public Service and Technology, and Library Users and Their Changing Needs. The 110 recommendations that resulted make up the major part of this report. The title of the staff member or committee responsible for implementation and a time line are provided for each recommendation as well as the task force that proposed it. The list is divided into eight areas: (1) Organization (including Administrative Positions); (2) Statistics/Reports; (3) Users' Services (including In-Depth Reference Services); (4) Access to Materials; (5) Technology and Automation (including Online Systems and Document Delivery); (6) Staffing; (7) Communication; and (8) Facilities and Equipment. This final report also includes the director's charge to the study team and a preface and introduction that explain the background and operation of the study. Appendices list persons (positions) responsible for implementing the recommendations together with references to specific recommendations and present the library's Environmental Profile and Descriptive Inventory of Public Services. Task force reports are available separately. (THC)

**ED 253 253** IR 051 018

Figueiredo, Nise  
User Education and Marketing of Information Services in Brazil.

Pub Date—Sep 84  
Note—14p.; Paper presented at the Annual Conference of FID/ET (The Hague, Netherlands, September 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)  
EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Curriculum Development, \*Developing Nations, Higher Education, Information Needs, \*Information Services, \*Institutional Advancement, \*Library Education, \*Library Instruction, Library Role, Library Schools, Literature Reviews, \*Marketing, Special Libraries, User Satisfaction (Information)

Identifiers—Brazil

Arguing that marketing appears to be a solid means for creating users' needs for information as well as for attracting potential users to the library, this paper reviews the current literature in Brazil on marketing information services and on user education. It also discusses the current status of library education in Brazil. An analysis of the specialized literature in Brazil shows that only a few articles have been published in the last few years dealing with the topic of marketing in libraries. In library education programs, the subject of marketing is being taught in Brazil mostly in specialized short courses; e.g., at the master's level, the topic is introduced as a module in the discipline "User's Study" in some courses. It is hoped that a new curriculum in library science started in 1984 will cover market-

ing concepts and strategies at the undergraduate level. Although a review of the literature on education of library users finds that education is taking place mainly in the university libraries, some articles also describe user education in special libraries in the fields of agriculture and medicine. The paper concludes with a brief description of the program being developed by the Central Library of the University of Rio Grande do Sul, which is making an intensive effort to prepare librarians of the university library system for the role of educating users. (THC)

**ED 253 254**

Davis, H. Scott  
An Introduction to Your College Library: Making It Work for You.

Pub Date—84  
Note—107p.  
Pub Type—Guides — Classroom — Learner (051) — Tests/Questionnaires (160)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, Audiotape Recordings, College Freshmen, Higher Education, \*Indexes, \*Library Catalogs, \*Library Instruction, \*Library Skills, \*Literature, Program Evaluation, Scripts, Tests, Workbooks

This document presents the full text of a self-paced library skills workbook which was piloted in fall 1984 in all sections of freshmen English composition courses at Georgia College. The workbook text is divided into four units of instruction: (1) An Introduction to Georgia College's Russell Library; (2) The Divided Card Catalog Revisited and an Introduction to Periodical Indexes; (3) An Introduction to Selected Specialized Indexes and Reference Sources in the Field of Literature; and (4) Extended Practice in the Use of Selected Specialized Indexes and Reference Sources in the Field of Literature. Study of the first two units includes an audiotaped self-guided tour of the college library; the last two units are strictly in written form. Supplementary materials such as audiotape scripts, evaluation instruments, and evaluation results are included in the appendices. The workbook also includes a bibliography of sources covered, with call numbers or location notes. (Author/THC)

**ED 253 255**

Farid, Mona  
Economics of Information in Education. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 84  
Contract—400-82-0001  
Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).  
Pub Type—Information Analyses — ERIC Information Analysis Products (071)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Administrators, \*Educational Economics, \*Information Dissemination, \*Information Needs, Information Retrieval, Information Systems, Position Papers, \*Students, \*Teachers

Identifiers—ERIC Digests

This digest on the economics of information in education argues that the production, organization, analysis, evaluation, and dissemination of information in education constitute major economic activities, with associated costs and benefits. The document comprises sections on: the value of information; information as an "economic good"; the economic importance of information at the dissemination stage; examples of the types of information needed by students, administrators, policy-makers, and teachers; methods of information delivery and examples of systems oriented toward students, teachers, and administrators; and costs and prices of information delivery systems. A list of references is included. (THC)

**ED 253 256**

Klausmeier, Jane  
Networking and Microcomputers. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—400-82-0001  
Pub Date—[Nov 84]  
Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type—Guides — General (050) — Information Analyses — ERIC Information Analysis Products (071)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Information Dissemination, \*Information Needs, \*Information Networks, \*Information Services, \*Information Systems, \*Microcomputers, Network Analysis, Online Systems, Telecommunications

Identifiers—Electronic Bulletin Boards, Electronic Mail, ERIC Digests

Computer networks can fall into three broad categories—local area networks (LAN), microcomputer based messaging systems (this includes computer bulletin board systems), or commercial information systems. Many of the same types of activities take place within the three categories. The major differences are the types of information available and the way in which access to the information is provided. This digest is primarily concerned with microcomputer based messaging systems but it distinguishes this type of network from the other two. The digest comprises sections on: what networking is; local area networks; commercial information systems; microcomputer based systems; user requirements; getting started; services available; trouble shooting; and resources. (THC)

## JC

**ED 253 257**

Nusbaum, Harvey  
Wayne County Community College Constituency Report.

Wayne County Community Coll., Detroit, MI.  
Dept. of Development.

Spons Agency—Department of Education, Washington, DC.  
Pub Date—Dec 83

Note—68p.  
Pub Type—Reports — Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—College Choice, \*Community Attitudes, \*Community Characteristics, Community Surveys, \*Educational Attitudes, Educational Background, Questionnaires

In fall 1982, a telephone survey was conducted to determine the attitudes and opinions of residents of the Wayne County Community College (WCCC) District toward the college and its programs. Study findings, based on usable interviews with 295 District residents, included the following: (1) 35% of the respondents named WCCC as the community college they "think of first"; (2) campus availability was the principal reason given for recommending WCCC; (3) 62% of the respondents indicated they were not at all familiar with WCCC; (4) among those respondents who were familiar with WCCC, "access for women and minorities" and "availability of campus facilities" were rated highest and "quality of students" and "helpfulness of education in getting jobs" were rated lowest; (5) 50% of the respondents indicated that WCCC deserved more state support, and 54% were likely to vote for a millage increase for the college; (6) 19% of the respondents who attended college attended WCCC; (7) more than 25% of the respondents expected to take college courses within the next 6 months to 1 year, but most of these (71%) did not expect to be taking these courses at WCCC; and (8) 15% of the respondents had family members who had attended WCCC. The interview schedule is appended. (LAL)

**ED 253 258**

Kopecek, Robert  
The Role of the Collegiate Office of Public Information in the 1980's. An NCCR Monograph.

American Association of Community and Junior Colleges, Washington, DC. National Council for Community Relations.

Pub Date—Mar 80  
Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, Community Support, \*Information Dissemination, \*Institutional Advancement, \*Public Relations, \*School Community Relationship, Two Year Colleges

JC 840 068

IR 051 020

IR 051 021

In the 1980's, the well-being and enhancement of community colleges will require not only instructional and programmatic excellence, but also a well conceived, continuous, and systematic program of public information to foster and maintain community support for the institution. The college president must create the climate, establish the structural mechanisms, and ensure the money and resources to make a comprehensive information program work. The chief community information staff person must be assigned a new status in the organization as a senior member of the management team, with the opportunity to influence the decision-making process relative to the impact that these decisions will have on public opinion. The primary function of the public information office is to interpret the activities of the college to the community and to help interpret and predict the pulse of the community to the college. To fulfill this function, the community information officer must: (1) know about the community being served, with particular understanding of the feelings of target segments such as business or labor leaders, politicians, and leaders of community groups; (2) have the skill to serve as an institutional spokesperson and to determine the most appropriate spokesperson for a given situation; (3) have an open, sharing, and trusting relationship with the college president; and (4) be recognized by vice presidents and deans as a college decision maker. In short, community colleges need the guidance and counsel of public information officers, who are capable of analyzing, interpreting, and predicting public reactions to the institution as well as managing a dynamic public information program. (HB)

ED 253 259 JC 840 288

Tucker, Alan

A New Start for Mathematics Curriculum.

Pub Date—Jul 84

Note—14p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Mathematics, College School Cooperation, \*Community Colleges, Computers, \*Curriculum Development, Mathematical Concepts, \*Mathematics Curriculum, Two Year Colleges

Arguing that a major re-thinking of the mathematics curriculum is needed, this paper urges two-year colleges to take the lead in curriculum revision. Section I suggests that the pre-calculus orientation of high school mathematics may be inappropriate, viewing mathematics related to computers and dependent on computers for computation as more widely applicable. In section II, two-year college instructors are urged to take the initiative in developing new curriculum and teaching modes, taking advantage of their training, the classroom environment, and the absence of standardized tests. Section III offers principles for the development of a new curriculum, arguing that it should emphasize problem solving, meaningful mathematical topics, practical applications, and proper motivation of mathematics. Two ways of naturally motivating algebra are highlighted: through computer programming and by trying to do problems without using algebra. Section IV focuses on the content of the new curriculum, indicating that it should cover algebra taught in conjunction with computer programming, as well as probability/statistics, logic, and matrices and linear models. Section V provides examples of ways of introducing these new topics. In section VI, concluding remarks urge the Sloan Foundation and National Science Foundation to support two-year college efforts to develop new mathematics curricula and recommend that two-year colleges obtain the backing of the principal transfer institutions of their students. (LAL)

ED 253 260 JC 840 302

Ellis, Wade Jr.

Mathematics as a Course of Study in Problem Solving: Then and Now.

Pub Date—Jul 84

Note—10p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Mathematics, Community Colleges, \*Computers, \*Curriculum Development, \*Faculty Development, Mathematical Concepts, \*Mathematics Curriculum, \*Problem Solving, Two Year Colleges

The mathematics curriculum in the first 2 years of college is a tool created to assist in solving problems. The current mathematics curriculum has changed little; the same topics, tied to the engineering and science curriculum, are taught as they were being taught in 1945. The problems that students need to solve have changed however. Both the business and social science curricula are bristling with problems that need mathematical tools for their solutions, while the computer science curriculum is placing enormous demands on students' mathematical problem-solving capacity. Though the current well-thought-out and well-tested math curriculum remains a marvelous course of study for students of engineering, physics, science, and mathematics, it no longer satisfies the changing needs of perhaps 75% of the students being taught. New topics and new approaches, many of which are made possible by computers, are required if students are to be well served. Because the curriculum is changing so rapidly, methods must be devised and an effective learning environment must be created to encourage the mature mathematics instructor to learn on the job. As the skills needed for problem solving change under the impact of numeric and symbolic computer computation, the focus of mathematics as a course of study in problem solving must be changed from the manipulative skills needed to solve differential equations to the conceptual skills needed to manipulate ideas; and the methods of instruction and the role of the teacher must also change. (LAL)

ED 253 261 JC 840 332

Renz, Peter L.

Style versus Content: Forces Shaping the Evolution of Textbooks and Courseware.

Pub Date—Jul 84

Note—18p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, Community Colleges, \*Course Content, \*Curriculum Development, Economic Factors, \*Educational Change, \*Mathematics Curriculum, Publishing Industry, \*Textbook Preparation, \*Textbook Publication, Textbooks, Two Year Colleges

Written from the perspective of a textbook editor, this paper reviews the limitations on curricular reform in mathematics. In the first section, an argument is presented that the style and manner of the presentation of educational materials are more important than the content presented. This section also raises objections to the current push to make discrete mathematics, rather than continuous mathematics, central to the college curriculum. In the next section, course development is compared to the evolution of a new species, and the role of the publishing industry in anticipating and shaping curricular developments is discussed. Next, the paper explains why large technical texts for large markets show little variability, indicating that large scale innovative textbook publishing only becomes attractive to publishers when much of the costs are carried by others. Finally, the paper discusses the role of computer technology in the development of new curricular material, foreseeing an unprecedented flowering of innovative and experimental course materials and arguing that the style and execution of the materials produced will have a greater effect on curriculum development than the exact content of the materials. (LAL)

ED 253 262 JC 840 366

Thompson, Dennis

Peru, People and Plants.

Edmonds Community Coll., Lynwood, Wash.

Pub Date—[84]

Note—41p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Course Content, \*Cultural Influences, Field Crops, \*Foreign Countries, \*Horticulture, Interdisciplinary Approach, \*Latin American History, Two Year Colleges

Identifiers—\*Peru

Designed for horticulture, horticulture therapy,

and botany students at Edmonds Community College (Washington), this 6-hour module explores the pre-Columbian use of plant materials in Peru and its relationships to cultural practices in modern Peru. The first sections provide basic information about the module, such as its objectives, the concepts to be presented, required readings, purpose and instructional format, and out-of-class projects. Next, informational materials are presented for the six course units: (1) Historical Overview, which includes information on Peru's cultural groups, history, and the role of agriculture and horticulture in the society's development; (2) Gathering Horticultural Information, which discusses the difficulties of obtaining information on the lifestyles of societies that had no written language and cites methods of overcoming these difficulties; (3) Domesticated Plants and Their Uses, which looks at the variety of plants that are either known to have been cultivated or were possibly cultivated, and were collected at various periods in the history of Peru; (4) Plants in Mysticism and Medicine, which discusses the cultural significance of particular plants; (5) Ancient Traditions in Modern Life, which examines the operation of social customs and patterns in modern Peru; and (6) The Effect of Peru's Horticulture on the World, which reviews the influences of the exportation of certain Peruvian plants into Europe. (HB)

ED 253 263 JC 840 418

Stinson, Janet Carol Gelder

The Female as Administrator: An Assessment and Comparison of Perceptions of Certain Groups of the El Camino College Community.

Pub Date—78

Note—212p; Major Applied Research Project for the Ed.D., Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrator Attitudes, \*Administrators, College Administration, Community Colleges, \*Females, Males, School Surveys, \*Sex Bias, \*Sex Differences, Student Attitudes, Teacher Attitudes, Two Year Colleges

Identifiers—El Camino College CA

A study was conducted at El Camino College in Torrance, California to assess and compare the perceptions of students, faculty, and administrators toward women as administrators. The study focused on double-standard conflicts, promotional possibilities, advancement aspirations, and parity perceptions. Questionnaires were administered to all faculty (N=710) and administrators (N=41) at the college as well as to a sample of 500 students. Study findings, based on responses from 219 faculty members, 31 administrators, and 306 students, included the following: (1) male and female students differed significantly with respect to their attitudes toward double-standard conflicts, promotional possibilities, advancement aspirations, and parity perceptions; (2) male and female faculty attitudes differed in all except double-standards conflict; (3) male and female administrator attitudes differed in all except advancement aspirations; (4) female administrators were more positive than other females toward advancement, female faculty were more positive toward role conflict, and female students were more positive toward promotional possibilities; (5) in all comparisons, males had more positive attitudes than females toward women as administrators; and (6) age, marital status, and work experience had no significant influence on respondent opinions. Recommendations, a literature review, and the questionnaire are included. (Author/LAL)

ED 253 264 JC 840 619

Phipps, Rita

Critical Thinking and Community College Students.

Pub Date—Mar 84

Note—29p; Paper presented at the Annual National Conference of the National Association for Developmental Education (8th, Philadelphia, PA, March 8-10, 1984).

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Development, Community Colleges, \*Learning Processes, \*Remedial Instruction, \*Sequential Learning, Teaching Methods, Two Year Colleges, \*Two Year College Students, \*Writing Instruction

Drawing from basic assumptions about learning



and critical thinking skills, this paper suggests a teaching method for helping community college students to use their critical thinking capacity in their college courses. First, a series of assumptions commonly held by teachers about the nature of learning are presented, and contrasted with assumptions about learning that are supported by research. The next sections discuss the implications of these research findings for instruction, arguing that when students fail to do critical or abstract thinking about a subject, it may be that they lack the requisite concrete knowledge specific to that subject; and that time and opportunity must be provided in the curriculum and the classroom for students to acquire the necessary foundation of basic, concrete knowledge and skills before being faced with lectures, readings, and tasks that require critical or abstract thinking. Appended material begins with a lecture to be given to students in the first week of a course which discusses the steps to be taken in learning new materials or skills. Next, samples of student work from a pre-college developmental writing course are provided, illustrating student progress in an 11-week quarter. Charts are then presented showing the causal sequence of learning and a natural learning, instructional sequence model for teaching one topic, skill, or rule. Finally, a sample learning sequence for identifying independent and dependent clauses and an evaluation form for student writing are presented. (LAL)

ED 253 265 JC 850 002

Brousal, Laurent R.

Community College Noncredit Programming: The Tractable Educational Resource.

Pub Date—[84]

Note—11p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Adult Education, Community Colleges, \*Educational History, \*Financial Problems, Financial Support, \*Noncredit Courses, Retrenchment, Two Year Colleges

Identifiers—\*California, \*San Francisco Community College District CA

Within the context of a discussion of the development of adult education programs in community colleges, this paper focuses on the noncredit programming in the San Francisco Community College District (SFCCD) and the threats to those activities posed by recent funding reductions. First, the paper reviews the long history of adult education, highlighting the historical events contributing to its development and expansion, the negative and inaccurate perceptions of adult education held by many oriented to more traditional educational modes, and the unique features of the growing adult education movement (e.g., its use of facilities not specifically designed for education; and its suitability as a resource for activities for the physically disabled, social welfare clients, and other human services recipients). The paper focuses then on the new breed of educator who emerged to fill the instructional gaps left by traditional education. Next, the Truman Commission on Higher Education's impact on adult education and the community college movement is analyzed. Following a discussion of the non-credit programming offered in the SFCCD, the paper assesses the traumatic effect of the passage of Proposition 13 on the adult education programming over non-traditional education in the perennial battle for funding. (LAL)

ED 253 266 JC 850 008

Khabchi, Gloria

Institutional Goals Survey: Implications for Planning at an Urban Community College.

Pub Date—Nov 84

Note—55p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 13-16, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, \*College Planning, \*College Role, Community Colleges, Employee Attitudes, \*Organizational Objectives, Questionnaires, School Surveys, Teacher Attitudes, Two Year Colleges, Urban Schools

Identifiers—\*Shelby State Community College TN

A study was conducted to identify broad areas of concern related to the mission of Shelby State Community College (SSCC) in Memphis, Tennessee, and to compare the extent to which specific institutional goals were being carried out and ought to be carried out according to particular college constituencies. A 50-item institutional goal survey was sent to 64 administrators and 267 faculty, and a 25-item survey was sent to 268 classified personnel. Respondents were asked to assess the importance given to each goal at that time and the importance that ought to be attached to that goal at SSCC. Study findings, based on responses from 27 administrators, 70 faculty members, and 96 classified personnel, included the following: (1) the overriding concern of all three groups was to "foster a climate of mutual trust" among administrators, faculty, staff, and students; (2) for faculty and administrators combined, the goals with the greatest discrepancy between what "is" and what "ought to be" were "fostering a climate of trust," "developing an evaluation system," and staff/professional development concerns; and (3) for classified staff, "improving relations among college groups" and "developing a performance evaluation system" followed "developing mutual trust" as the areas with greatest discrepancy between perceptions of "is" and "ought to be." The bulk of the report consists of tables detailing survey results. The questionnaires are appended. (HB)

ED 253 267 JC 850 020

Farland, Ronald W.

Remediation in the California Community College: Proposals for Board Policies and Actions. California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 85

Note—24p; Discussed as Agenda Item 2 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 24-25, 1985). Best copy available.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, College Credits, \*Community Colleges, Definitions, \*Educational Needs, Policy Formation, \*Remedial Instruction, \*Statewide Planning, Two Year Colleges

Identifiers—\*California Community Colleges

Developed by the Chancellor's Task Force on Academic Quality, this report presents background, analysis, and recommendations concerning remedial offerings in the California community colleges. Part I presents background material on the scope of remediation in the colleges, and the student constituencies and social conditions that have created the need for remediation. Part II cites existing operational definitions of remedial education, noting the inadequacies of each, and proposes a new definition of remediation as appropriate for community colleges: "Remediation is that process which is designed to assist students to attain those learning skills necessary to succeed in college transfer, certificate, or degree courses and programs." Part III discusses and responds to recommendations made in the California Postsecondary Education Commission's Report "Promises to Keep," concerning the respective roles of the postsecondary educational segments; policies regarding credit for remedial courses; processes of evaluating remediation; and relationships with adult schools. Part IV presents a Task Force proposal for establishing state policy regarding remediation among the various educational segments. Finally, part V contains the specific actions which the Task Force recommended for consideration by the Board of Governors of the California Community Colleges. (HB)

ED 253 268 JC 850 022

Cronin, Doug Parkison, Teresa

Report on Employer-Based Training, 1983-84.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 85

Note—35p; Discussed as Agenda Item 11 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 24-25, 1985). Best copy available.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Community Colleges, Financial Support, \*In Plant Programs, \*Job Training, Labor Education, \*On the Job Training, Program Evaluation, \*Retraining, School Business Relationship, State Programs, \*Technical Education,

Technological Advancement, Two Year Colleges

Identifiers—\*California

California's Employer-Based Training (EBT) Program focuses on preparing individuals for the new technologies of the future and responding to the real and current skills training needs of business and industry. The three major program components are: new programs in high and emerging technologies; private sector support for work-site-based training; and retraining of displaced workers. This report evaluates the 1983-84 activities of the EBT Program, including comparative information on 1982-83 operations. Following an executive summary and recommendations for continued program funding, a description of the EBT Program is presented, including an enumeration of program goals, criteria, and components. After a section discussing state and local resources available for EBT, aspects of program operation are described, including planning, coordination, implementation, monitoring, and evaluation. Next, the results of the second-year program review are presented in the areas of course activities, referral process, instruction, educational support services, facilities and equipment, ethnic and gender participation, training completion and employment rates, operational problems identified, and program impact. Finally, the achievement of the 1983-84 EBT objectives is assessed. Attachments include data on funding and college programs. (HB)

ED 253 269 JC 850 031

Basic Skills in Postsecondary Occupational Education: Faculty Development Resource Manual. Materials Developed and Used by New York State Two-Year College Staff in the Role of Faculty Trainers.

State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—Sep 84

Grant—VEA-53-84-2107

Note—101p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Basic Skills, Class Activities, Community Colleges, Faculty Development, \*Job Skills, Learning Activities, Mathematics Skills, \*Remedial Instruction, Remedial Mathematics, Teacher Effectiveness, \*Teaching Methods, Two Year Colleges, \*Vocational Education, \*Writing Skills

Identifiers—\*New York

Designed as a reference of staff-tested activities for use in teaching basic skills in occupational programs, this manual presents materials and activities for introducing important math, writing, and career survival skills. Part I describes a New York statewide professional development program designed to help two-year college occupational faculty facilitate students' basic skills acquisition. Background on the program's writing, math, and career survival workshops is provided, with information on the purposes and format of the resulting resource manual. Part II identifies personnel and participants involved in the professional development program. Parts III, IV, and V present the instructional and staff development materials. Math topics covered in part III include developing a perspective; common error and reasoning patterns, and difficulty areas; problem solving and word problems; understanding math anxieties; determining math needs in technical programs; and inservice activities. Part IV addresses writing concerns, including using needs assessments, improving writing assignments, competency criteria for writing, and program evaluation. Materials dealing with career survival focus on workshops, helping relationship programs, integrating career survival skills, writing resumes, after-college strategies, and company expectations. (HB)

ED 253 270 JC 850 034

Integral Plan. UPR-ACR Ponce Technological University College.

Puerto Rico Univ., Utado. La Montana Regional Coll.

Pub Date—Jun 84

Note—180p; Tabular material in small print may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Budgeting, College Administration, College Faculty, \*College Planning, \*Educational

Needs, Employment Projections, Enrollment Projections, \*Institutional Characteristics, \*Long Range Planning, Needs Assessment, School Personnel, Student Personnel Services, Two Year Colleges, Two Year College Students

This planning report provides descriptive information and projections concerning the Colegio Universitario Tecnológico de Ponce (CUTPO) and its service area as the basis for institutional planning and budgeting. Chapter I provides a brief history of the college, a discussion of the purpose and scope of the development plan, a mission statement, and an enumeration of institutional goals. Chapter II presents statistics on students, faculty, personnel, costs, and facilities for the years 1979-80 through 1982-83. In chapter III, CUTPO's service area is described in terms of the demographic characteristics of the area population, the present characteristics of the local labor market, area employment projections, and area academic projections. Chapter IV highlights aspects of the college's long-range plan focusing on academic, administrative, and student affairs. Budget projections for the three areas are offered in chapter V, and the last chapter, chapter VI, discusses a system for the continuous revision of the CUTPO's plan. (LAL)

ED 253 271 JC 580 038

Fernandez, Thomas V. Raab, Marjorie K.  
Academic Planning through Program Review: Can It Work?

Pub Date—[84]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Planning, Community Colleges, \*Curriculum Development, Evaluation Methods, \*Program Evaluation, \*Teacher Role, Two Year Colleges

Identifiers—Nassau Community College NY  
Nassau Community College (NCC) is currently working with a program evaluation model in which faculty from one department serve as peer evaluation consultants to direct the self-evaluations of other departments. The four functional objectives initially motivating the development of NCC's plan directed that: real decisions about academic programs should result from program review and involve the joint participation of faculty and administrators; objective information reviewed and analyzed as part of the program review should be the basis for program decisions; community needs should be examined as part of the program review; and a practical timetable should provide for the timely review of academic programs from which decisions of current value are produced. The peer consultants, who are generally selected from faculty who have previously participated in the curricular evaluations within their own departments, administer evaluation activities undertaken in four phases: (1) needs assessment, which involves a survey of constituent groups regarding program goals and a conference to promote consensus among diverse groups about specific program objectives; (2) outcomes assessment, which includes an examination of the extent to which proposed goals are being achieved; (3) review of program objectives, which uses the results of the previous phases to make early decisions about desired modifications; and (4) impact assessment, which provides for a follow-up by program faculty of the effect of the program modifications in producing intended improvements. (LAL)

ED 253 272 JC 580 041

DRT/ASSET/Final Grade Study. Fund for Instructional Improvement Final Report, 1983-84. Santa Rosa Junior Coll., CA.

Spons Agency—California Community Coll. Fund for Instructional Improvement.

Pub Date—30 Jun 84

Note—189p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Colleges, Counseling Effectiveness, \*Diagnostic Tests, Educational Counseling, \*Grade Prediction, \*Grades (Scholastic), Predictive Validity, \*Predictor Variables, \*Student Placement, Two Year Colleges

A study was conducted to compare scores on the main placement tests used at Santa Rosa Junior College (i.e., the Diagnostic Reading Test and pre-calculus and pre-algebra tests) and scores on the American College Testing Service's ASSET battery of tests with student course grades to see if any of the tests acted as a reliable predictor for success. A

total of 350 student volunteers were tested, and many were provided with academic counseling and test interpretations. Student grades in nine separate courses were considered. Study findings included the following: (1) students taking courses recommended by counselors were more successful overall than were students taking non-recommended classes; (2) no one test proved to be a good predictor of success for all nine courses; (3) the reading and math tests were unable to predict success in any courses; and (4) scores on the reading test correlated significantly with students' overall grade point average. (LAL)

ED 253 273

JC 580 042

Shumhofer, Nancy C.

The Role of the Admissions Office in the Academic Intervention and Support Program.

Pub Date—4 Feb 85

Note—12p.; Paper presented at the Annual National Conference of the National Association for Remedial/Developmental Studies in Postsecondary Education (8th, Philadelphia, PA, March 8-10, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Admission (School), Educational Cooperation, \*High Risk Students, Organizational Communication, \*Student Personnel Services, Student Records, Two Year Colleges, \*Two Year College Students

Identifiers—Pennsylvania State University Schuylkill Campus

At the Schuylkill Campus of Pennsylvania State University, an academic intervention and support system has been developed which identifies and monitors high-risk students until they are able to succeed on their own or decide to leave school. The campus's LOFT Learning Center has created a link with the Admission's Office that is central to the success of the intervention and support system. Communication between the Admissions Office and the Learning Center is facilitated by having a LOFT staff member work in the Admissions Office for 30 hours per week during the summer and 15 hours per week during the school year. This allows the Center to receive early information on high-risk students admitted to the college; aids in monitoring the performance of assigned students; helps to maintain communication with the Admissions Office; provides the staff member with a more in-depth understanding of student difficulties in keeping up with course work loads; and provides a great deal of detailed information on the students and their performance. The Admissions Office and Learning Center work together in a variety of ways throughout the admissions sequence; e.g., in developing academic profiles for each student; in providing counseling for students prior to the beginning of classes; in having Learning Center staff make presentations at freshman orientation; and in monitoring student performance throughout the year. (HB)

ED 253 274

JC 580 043

Webb, Mel

A Comparison of the ISRT, NDRT, and SDRT for Use in Assessing FVCC Student Reading Skills.

Saint Louis Community Coll. at Florissant Valley, Mo.

Pub Date—[84]

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Grades (Scholastic), \*Predictive Validity, \*Reading Achievement, \*Reading Tests, \*Standardized Tests, Two Year Colleges, Two Year College Students

Identifiers—Florissant Valley Community College MO, Iowa Silent Reading Tests, Nelson Denny Reading Tests, Stanford Diagnostic Reading Test

A study was conducted at Florissant Valley Community College (FVCC) to compare three standardized tests—the Iowa Silent Reading Test (ISRT), the Nelson-Denny Reading Test (NDRT), and the Stanford Diagnostic Reading Test (SDRT)—for use in assessing student reading skills. The study population of 402 students included 216 students who agreed to participate and 186 students enrolled in freshman English classes selected for testing. Of this group, 102 students completed the NDRT, Form E and the SDRT, Blue Level Form A; 184 completed the NDRT and the ISRT, Level 3 Form E; and 116 completed the NDRT only. At the end of the fall 1982 semester, course grades were obtained for the tested students. Predictive validity of the three tests

was determined by computing Pearson product-moment correlation coefficients, and a stepwise regression analysis was completed to determine the most effective combination of variables for predicting academic performance. Study findings revealed that all three tests had adequate predictive validity, but that the ISRT's predictive validity was substantially greater than that of the SDRT or NDRT. The combination of the ISRT scores plus high school rank accounted for about 70% of the variance in semester grade point average and about 68% of the variance in reading-related course grades. (HB)

ED 253 275

JC 580 044

Webb, Mel

Collective Bargaining and Higher Education: An Overview with Guidelines for the College Administrator.

Saint Louis Community Coll. at Florissant Valley, Mo.

Pub Date—[84]

Note—25p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*Collective Bargaining, \*College Administration, \*Educational Trends, \*Faculty College Relationship, \*Higher Education, \*Labor Legislation, Labor Relations, Negotiation Agreements, Unions

Designed to assist administrators faced with representing management's position in the collective bargaining process, this paper synthesizes information on the history, legal basis, processes, and trends of collective bargaining in the United States. Section I provides a brief history of collective bargaining, highlighting major federal and state laws and looking at changes in the number and proportion of union members in the U.S. labor force between 1900 and 1980. Section II discusses the legal basis for collective bargaining in the U.S. provided by the Wagner Act, which deals with rights to join a union and to bargain exclusively, and the Taft-Hartley Act, which covers unfair labor practices. Section III describes major features of the collective bargaining process; outlines the main concerns addressed in union-employer agreements; and identifies the stages involved in collective bargaining, as well as the steps leading up to the negotiation stages of the process. An overview of trends in collective bargaining in higher education between 1969 and 1980 is presented in section IV, which includes a comparison of the growth of the three major unions for higher education. Finally, section V provides suggestions for the college administrator to help eliminate or alleviate potential problems in collective bargaining. (HB)

ED 253 276

JC 580 045

Lancaster, Lance E.

Counseling the Learning Disabled College Student

In Special Services: A Case Study.

Central Florida Community Coll., Ocala.

Pub Date—28 Jan 85

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Community Colleges, \*Educational Counseling, \*Educational Diagnosis, \*Family Characteristics, \*Learning Disabilities, Two Year Colleges, \*Two Year College Students

Designed to provide an overview of the etiology and diagnosis of a community college student with a specific learning disability, this paper provides a case study of a 22-year-old Caucasian male student with a mild static brain dysfunction and describes the results of his assessments by Central Florida Community College's (CFCC's) Special Services Department and other agencies. The first sections provide background information on the student and his family, focusing on the employment characteristics of the student's parents, the location of their residence, and their living conditions, and family income. A medical and health history of the student and his family is then provided. The next sections present the results of the student's psychological evaluation at the Human Services Center, his neuropsychological testing at the University Hospital and Clinics, and his Career Interest Assessment at CFCC's Special Services Department. In the next sections, information is provided on the student's daily routine and the entire family's educational background. Following a summary of findings and recommendations concerning the student and his family, a contingency plan and a prognosis concern-

ing the student's educational/vocational success conclude the case study. (LAL)

ED 253 277 JC 850 047

Smith, Norman D.  
An Identification of Effective Practices in Contract Education Programs in Selected California Community Colleges.

Pub Date—Apr 83  
Note—245p.; Ed.D. Dissertation, Pepperdine University.

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order no. 83-16454, MF \$16.00; PC \$25.00).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Information Analyses (070)

Document Not Available from EDRS.  
Descriptors—\*Community Colleges, \*Inplant Programs, \*Labor Education, Literature Reviews, \*On the Job Training, \*Program Effectiveness, Questionnaires, \*School Business Relationship, State Surveys, Teacher Selection, Two Year Colleges

Identifiers—\*California Community Colleges  
A study was conducted to identify California community colleges with contract education programs; to identify and determine the characteristics of successful programs; and to make recommendations for program development. The study was conducted through a review of the literature, a survey of California community colleges to identify effective contract education programs, and in-depth interviews at selected colleges with contract program administrators to identify effective practices. Conclusions, based on survey responses from 47 colleges with contract education programs and in-depth interviews with 7 program administrators, included the following: (1) community college contract education courses consisted primarily of lower division courses in general education, basic skills, and business and technical courses; (2) courses were designed by the colleges and offered at times and places to meet employer needs; (3) instructors were selected for their up-to-date knowledge and ability to teach in a business setting; and (4) contract education can provide a valuable community service at no cost to the taxpayer and serve as an alternative funding source for the college. The survey instruments and sample contracts are appended. (Author/LAL)

ED 253 278 JC 850 048

Hollen, Virginia  
Skills Assessment at Victor Valley College.  
Victor Valley Community Coll. District, Victorville, CA.

Pub Date—Jan 85  
Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, College Admission, Community Colleges, Educational Testing, Program Descriptions, Scores, \*Student Placement, \*Testing Programs, Two Year Colleges, \*Two Year College Students

Identifiers—Victor Valley College CA

Since fall 1982, on the recommendation of a college-wide task force on student assessment, a mandatory assessment and voluntary placement program has been operating at Victor Valley College (VVC). Assessment testing takes place 3 weeks before registration and also on a continuous basis throughout the semester. The 2-hour testing period is followed by a half-hour orientation period during which the tests are scored. Assessment testing is mandatory for new students, with limited exceptions. Placement in English classes is also mandatory, based on a combined score on the reading and writing portions of the test, but placement in other courses is voluntary, based upon the student's reading level and the reading level of the courses as listed in the class schedule. Between August 1982 and June 1984, 9,745 students took the assessment test and enrolled in classes at VVC. An analysis of their test scores and enrollment patterns revealed: (1) 34% of the students tested scored above average in reading; (2) 80% of the students failed to score above 70% on the decimal portion of the mathematics test; (3) total enrollment in reading classes increased by 88%, while enrollment in basic math skills courses increased by 124%; and (4) between 1982 and 1984, there was a negligible increase in the overall college grade point average and an upward trend in retention, but a decline in the enrollment of new students. Samples of the placement recommendations for stu-

dents are appended. (HB)

ED 253 279 JC 850 049

Bogart, Quentin J.  
Four Structures for Marketing in the American Public Community College.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, Comparative Analysis, \*Institutional Advancement, Models, \*School Community Relationship, \*Student Recruitment, Two Year Colleges

Identifiers—Coastline Community College CA, \*Educational Marketing, Metropolitan Community College District MO, Prince Georges Community College MD, Triton College IL

Prepared for college officials considering the development of marketing programs, this paper examines the distinctive marketing practices for four geographically separated, public community college districts: Coastline Community College (CCC), California; Metropolitan Community College District (MCCD), Missouri; Triton College (TC), Illinois; and Prince Georges Community College District (PGCCD), Maryland. Introductory comments trace the emergence of educational marketing in the community college, define "marketing," and briefly describe the process. The next sections discuss the four marketing structures represented by the institutions: (1) CCC's Central Administration Dominated Structure, which uses the chief administrative officials of the college as its marketing group with the college president as the marketing leader; (2) MCCD's Marketing Committee Dominated Structure, which places much of the responsibility for planning and implementation in the hands of marketing committees at the individual college or campus level; (3) TC's Marketing Division Dominated Structure, which devotes an entire division of the institution, staffed with a cadre of trained professionals, to the marketing enterprise; and (4) PGCCD's Student Services Dominated Structure, in which the Dean of Student Affairs is charged with organizing and leading a collegewide marketing program. Each of these sections includes a description of the college, an organizational chart showing the place of the marketing efforts within the institutional structure, and an enumeration of the responsibilities of the personnel involved. Finally, the main advantages and disadvantages of the four structures are reviewed. (LAL)

ED 253 280 JC 850 050

Bader-Borel, Phyllis, Ed.  
Compilation of Statistical Data concerning the Community Colleges of the State University of New York, 1983-84.

State Univ. of New York, Albany. Office for Community Colleges; State Univ. of New York, Albany. Office of Finance and Business; State Univ. of New York, Albany. Office of Institutional Research and Planning.

Pub Date—[84]

Note—368p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Administrators, College Admission, College Faculty, College Libraries, College Transfer Students, \*Community Colleges, Degrees (Academic), \*Educational Finance, School Personnel, State Surveys, Student Attrition, Student Characteristics, Student Financial Aid, Tables (Data), Two Year Colleges, \*Two Year College Students

Identifiers—\*New York

A statistical summary is provided of finances, admissions, students, programs, employees, and libraries of the community colleges of the State University of New York (SUNY). Following a section providing background information on the colleges, SUNY trustees and staff, the Association of Boards of Trustees, the Faculty Council, and regional and professional accreditation, fiscal data are presented, covering operating revenues, expenditures, and fund balances; tuition and fees; cost trends; operating chargeback rates; capital chargeback schedule; and building replacement costs. The next sections look at 1983 admissions and enrollment by campus, and trends in total en-

rollment, 1948-1983. Data on student characteristics are presented next, including age, sex, full-/part-time status, geographic origins, and race/ethnicity. Next, information on financial aid recipients is provided, followed by data on the annual average full-time equivalent workload. Tables examining degree and certificate programs as well as contract courses are followed by information on degrees granted, attrition/retention, and transfer students. The final sections provide employee and faculty data, library statistics, and information on SUNY transfer students. (LAL)

ED 253 281 JC 850 051

Cooper, John F. Hill, John P.  
Funds for Excellence: A College Faculty/Industry Partnership That Works.

Spons Agency—Thomas Nelson Community Coll., Hampton, Va.

Pub Date—[85]

Note—7p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Community Colleges, \*Cooperative Programs, \*Faculty Development, Inservice Education, Program Descriptions, \*School Business Relationship, Two Year Colleges, \*Vocational Education Teachers

Identifiers—\*Thomas Nelson Community College VA

The Funds for Excellence program at Thomas Nelson Community College (TNCC) offers teachers the opportunity to take time off to enter or re-enter business and industry to update their skills and knowledge; to update and enhance occupational/technical curricula and courses; and to improve communication between area business and the college. Recognizing the need for a more effective means of vocational faculty upgrading than sabbatical leaves, TNCC applied for and received a grant for 1983-84 under the Virginia State Council of Higher Education's "Funds for Excellence Program." The initial year of the project had as its goal to select faculty members and place them from half- to full-time in governmental, business or industrial workplaces for an academic quarter. Nine faculty members, representing the disciplines of architecture, accounting, commercial art, drafting, electronic servicing, and food service, were selected and participated during the initial year. Evaluations completed by participating faculty, their division chair, and the participating business/industry indicated that the business/industry representatives felt that their firms had benefited from the program; that faculty members felt their skills had been upgraded; that courses in several departments were updated with new knowledge and new equipment; and that important links were made between participating faculty and personnel at their internship sites. During the second year of the program, efforts are being undertaken to expand interest in the program within the college and business community. (LAL)

ED 253 282 JC 850 053

Kincaid, Claudia Tippet, Candace  
Caldwell Community College and Technical Institute Spending Patterns and the Caldwell County Economy: An Economic Impact Study.

Caldwell Community Coll. and Technical Inst., Lenoir, NC. Office of Research and Planning.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 84

Note—58p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, \*Economic Factors, Economic Research, Educational Benefits, \*Educational Economics, \*Expenditures, \*School Community Relationship, Two Year Colleges

Identifiers—\*Economic Impact, Economic Impact Studies, \*North Carolina (Caldwell County)

An economic impact study was conducted to determine the short- and long-term impact of Caldwell Community College and Technical Institute (CCC&TI) on the local economy. Using the Salley model, direct economic impact was determined based on the collection of institutional enrollment, payroll, and purchasing data; surveys and estimations of faculty/staff and student spending; calculation of the local multiplier peculiar to Caldwell



County; calculation of employee equivalent of student spending; and determination of CCC&TI's total impact on community income. In addition, available data were analyzed to assess CCC&TI's indirect impact on areas such as unemployment, wages, and reduced industry training costs. Study findings indicated that: (1) full-time students spent an average of \$5,665 locally, while faculty and staff spent an average of \$13,628; (2) direct spending of faculty/staff and students totaled \$6,354,272; (3) the total impact of CCC&TI was calculated at \$9,658,494; (4) the local multiplier was found to be 1.52, indicating that for each dollar spent, an additional \$0.52 of income was generated; (5) 86% of the full-time students and 72% of the part-time students said they would be enrolled elsewhere if the college were not located in Caldwell County; and (6) the college spent \$30,531 in state aid to train workers for new or expanding industries. Survey forms and financial data are appended. (LAL)

ED 253 283 JC 850 054

Boggs, George  
Evaluating and Developing Community College Faculty. ACCCA Management Report, 1984-5/3.  
Association of California Community Coll. Administrators.

Pub Date—3 May 84

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*College Faculty, \*Community Colleges, \*Faculty College Relationship, \*Faculty Development, \*Faculty Evaluation, Two Year Colleges

Designed to encourage college administrators to place greater priority on faculty evaluation, this report provides an overview of the processes and outcomes of faculty evaluation and examines its relationship to faculty development and instructional improvement. Introductory comments recognize the lack of emphasis generally placed on faculty evaluation, and urge administrators to learn more about the process and give it higher priority. After warning of the likelihood of faculty resistance to sudden administrative interest in their performance, the paper suggests ways of allaying faculty concerns and dealing with instructors as professionals. A list of instructor activities that should be evaluated is followed by a review of the literature on five methods of evaluation: i.e., evidence of learning or learning outcomes; peer evaluation; student evaluation; self-evaluation; and administrative or supervisory evaluation. Next, the paper examines administrator responsibilities for each of the five interrelated components of faculty evaluation: (1) a pre-conference with the faculty member; (2) data collection through classroom observation, student ratings, peer- and self-appraisals, and grade distribution sheets; (3) a post-conference; (4) a plan for improvement (if necessary); and (5) a follow-up report. Concluding comments highlight the benefits that can result from effective faculty development programs. (LAL)

ED 253 284 JC 850 057

Stetson, Nancy E.  
An Illustration of the Interaction of Trends in the Politics, Law, Economics, and Finance of American Postsecondary Education. The Politics, Law, and Economics of Higher Education.

Pub Date—Dec 83

Note—34p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Decision Making, \*Educational Policy, \*Governance, \*Government Role, \*Government School Relationship, Higher Education, \*State Agencies, \*States Powers

Drawing from a review of the literature, this paper addresses a series of questions related to the issue of whether state agencies, such as state boards of regents, commissions of higher education, or boards of education, should have the sole legal and official power to determine which postsecondary educational institutions can operate legally within a state and/or to determine the legality of recognition of academic degrees within the state regardless of the location of the degree-granting institution. Answers to six questions are presented and discussed: (1) What are the main subordinate academic or education policy issues raised by the major policy issue posed above? (2) What is the legal framework for academic policy in California, is it typical of other

states, and is it likely to change within the next 5 years? (3) With the Marin Community College District and California as specific points of reference, what special educational and non-educational interests are likely to engage in political action either to change or preserve the current policy framework? (4) How does the current or predictable status of the economics of American postsecondary education affect the state's role in regard to the previous question? (5) Assuming that the state's role in determining policy in these areas were diminished, what consequences in postsecondary educational finance would result? (6) What conclusions can be drawn? For each question, relevant information derived from the literature review is presented first and then analyzed from a professional perspective. (LAL)

ED 253 285 JC 850 058

Stetson, Nancy E.  
Major National Societal Trends Likely to Affect the Marin Community Colleges through the Year 2000. Societal Factors Affecting Education.

Pub Date—Aug 84

Note—31p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Planning, Community Colleges, \*Educational Trends, \*Futures (of Society), \*Sociocultural Patterns, Trend Analysis, Two Year Colleges

Identifiers—\*Economic Influences

Societal trends likely to affect the Marin Community Colleges (MCC) through the year 2000 are examined in this study of college planning for the next 5 years. Following information on the background, significance, and procedures of the study, a review is presented of six publications, selected for their particular relevance to the community college field, which identify more than 50 major national demographic, economic, political, social, and technological trends. Results are organized and discussed in six categories, based on the nature of the trends and the timelines over which they were projected: (1) demographic projections through the 1980's; (2) demographic projections through the year 2050; (3) economic projections through the year 2000; (4) political projections; (5) social projections; and (6) technological projections through the year 2000. Next, ways in which these findings relate to the planning assumptions in MCC's master plan are discussed, in the areas of staff and program development; basic skills, critical literacy, and computer usage; business and professional training; planning and evaluation; financial stability; support services; and access. Finally, recommendations for improving MCC's planning processes are made. (LAL)

ED 253 286 JC 850 059

Stetson, Nancy E.  
The Effect of Direct Mail and Telephone Contacts on Rate of Return of Students Who Dropped Out.

Pub Date—Oct 84

Note—23p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Dropouts, \*Enrollment Influences, \*School Holding Power, \*Student College Relationship, Two Year Colleges, \*Two Year College Students, \*Withdrawal (Education)

Identifiers—\*Marin Community Colleges CA

A study was conducted in the Marin Community Colleges to determine whether direct mail and telephone contacts with college dropouts would be perceived as demonstrating a caring attitude on the part of faculty and staff, and positively influence their rate of return. The study measured the rate of return of four groups of students who were enrolled as full-time freshmen in fall 1983, but who did not return in spring 1984. Group 1 received both a letter from the College President and a phone call from the Director of Public Affairs and Development encouraging their return; Group 2 received the telephone calls only; Group 3 received the letters only; and Group 4 was not contacted as part of the study. Of the 168 students in the study sample, 29 re-enrolled after a semester's absence. Of the returning students, 11 belonged to Group 4, 7 belonged to Group 1, 6 belonged to Group 3, and 5 belonged to Group 2. Based on the study, it appeared that direct mail and telephone contacts with students who dropped out had no statistically significant effect on

their rate of return. It was therefore recommended that the Marin Community Colleges direct their efforts toward finding more effective ways of retaining students or influencing their return. (Author/LAL)

ED 253 287 JC 850 060

Stetson, Nancy E.  
The Development of an Historical Perspective on Private Financial Support for Public Two-Year Colleges. The Emergence of Higher Education in America.

Pub Date—Dec 84

Note—28p.; Ed.D. Practicum, Nova University.  
Pub Type—Dissertations/Theses - Practicum Papers (043) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Community Colleges, \*Educational Finance, \*Educational History, Literature Reviews, \*Private Financial Support, Two Year Colleges

Identifiers—Public Colleges

In an effort to provide an overview of the history of private financial support to public two-year colleges, this paper presents a synthesis of 20 relevant publications and discusses the implications of the findings for fund-raising at the Marin Community Colleges (MCC). Following information on the purpose and methods of the study and its significance for MCC, a literature review is presented, indicating: (1) private gifts and funds accounted for no more than 3% of the revenue of public community colleges between 1918 and 1980; (2) individual public two-year colleges received an average of \$85,450 each year from private gifts and grants during 1968 through 1971, the last years for which accurate data were available; (3) between 1960 and 1963, foundations were the source of most private financial support to community colleges, followed by non-alumni, corporations and businesses, and alumni; (4) community colleges increased their efforts to gain private financial support beginning in the late 1960's with resulting contributions of equipment, land, and buildings, but little increase in operating funds; and (5) private per capita aid to public community colleges decreased 15.5% between 1972-73 and 1979-80. (LAL)

ED 253 288 JC 850 061

Dellow, Donald A. And Others  
A Community College Response to a Campus-Wide Need for Computer Literacy.

Pub Date—30 Jan 85

Note—18p.; Paper presented at the Florida Instructional Computing Conference (Orlando, FL, January 30, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, \*Computer Literacy, \*Computer Science, \*Faculty Development, \*Inservice Teacher Education, \*Minicourses, Program Descriptions, Program Evaluation, Staff Development, Two Year Colleges

Identifiers—\*Chipola Junior College FL

Like most two-year colleges, Chipola Junior College has had to respond quickly to the impact of the microcomputer revolution. A demanding clientele of students and community members, a faculty and staff unprepared for microcomputer technology, and limited equipment resources dictated the rules of change. After it was determined that computer literacy efforts would emphasize a practical understanding of computers and applications software, a series of one credit-hour courses was developed on the use of the microcomputer as a personal or professional tool for school, home, or work. Most of the time in class was devoted to hands-on activities in a microcomputer laboratory. The first course developed, "Microcomputer Literacy: An Introduction," was designed for individuals with no previous computer experience. Additional courses were developed in word processing, spreadsheet, programming, and using integrated software packages. The one-hour computer literacy course was also chosen as the basis for a systematic training program for the vast majority of the faculty who were not computer literate. Participating faculty received a stipend for taking the basic computer literacy course and an additional independent study course focusing on discipline-based competence. The final phase of Chipola's computer literacy training efforts was a structured inservice course for career service personnel. Evaluations conducted for each of the program components revealed that the

emphasis on short applications courses worked well for the college and its constituencies. (LAL)

ED 253 289 JC 850 062

Samuels, Edward  
Life Science Learning Center, Los Angeles Valley College.

Pub Date—Oct 84

Note—13p.; Paper presented at the National Conference of the League for Innovation in the Community Colleges and the Dallas Community College District (Dallas, TX, October 28-31, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, Community Colleges, \*Computer Assisted Instruction, \*Independent Study, \*Learning Laboratories, \*Science Instruction, Tutorial Programs, Two Year Colleges

A description is provided of Los Angeles Valley College's Life Science Learning Center (LSLC), which provides: (1) a resource center addressed to the individualized learning needs of students served by the Biology Department; (2) a learning environment enabling students to proceed in self-paced, activity-centered, concept-oriented experiences in an open-entry/open-exit mode; (3) an environment in which learning requirements can be diagnosed and individual needs provided for in the areas of remediation, reinforcement of regular classwork, and enrichment experiences; and (4) the opportunity for an enhanced degree of interdisciplinary interaction. After outlining the LSLC's objectives, the paper provides information on the operation and organization of the facility, including hours of operation; the LSLC's biotutorial and independent study annex; instructional and staffing considerations such as the physical presence of certificated staff, the use of staff to develop learning activities and programs, the role of student laboratory assistants, and the LSLC's classified staff. Finally, the LSLC's major accomplishments are discussed. A list of CAI programs developed and used at the center is appended. (LAL)

ED 253 290 JC 850 063

Comments on the California Community Colleges' Plan for Allocating Board Financial Assistance to Community College Students: A Report to the Fiscal and Educational Policy Committees of the Legislature.

California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-84-39

Pub Date—10 Dec 84

Note—59p.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Community Colleges, Educational Legislation, Program Costs, State Aid, \*State Legislation, Statewide Planning, \*Student Costs, \*Student Financial Aid, Two Year Colleges

Identifiers—\*California

In January 1984, the California State Legislature adopted Assembly Bill (AB) 1XX, which included provisions for a mandatory student fee and an appropriation for financial aid to offset that fee. This report by the California Postsecondary Education Commission (CPEC) describes the provisions of AB 1XX and the community college financial aid plan, and makes recommendations for future action. Introductory material provides background on the passage of AB 1XX and discusses its provision of \$52.5 million for the Board of Governors to disburse to low-income students. The following section outlines the Board of Governor's plan for allocating AB 1XX assistance, including information on the aid program's purpose and goals of ensuring access, equity, accountability, and efficiency; and the program's four major elements: i.e., the allocation of grant funds; state reporting and accountability; staffing; and public information. Next, CPEC's comments and recommendations on the Board's plan are provided, including: (1) that eligibility requirements for fee credit be reviewed; (2) that data be collected to assess the need for additional financial aid to offset the enrollment fee; (3) that districts document additional costs incurred under that financial aid program; and (4) that districts provide information on the ethnicity, income, credit load, dependency status, family size, and financial status of financial aid recipients. The report includes the Board of Governor's plan for allocating financial assistance, regulation for implementing the financial

aid plan, and an implementation packet. (HB)

ED 253 291 JC 850 064

Selected Financial and Enrollment Data: Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

Pub Date—Jan 85

Note—123p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Community Colleges, \*Educational Finance, \*Enrollment Projections, \*Enrollment Trends, Expenditures, \*Financial Support, Income, \*Institutional Characteristics, Minority Groups, State Surveys, Teacher Salaries, Tuition, Two Year Colleges, Two Year College Students

Financial and enrollment data for Maryland community colleges are provided in this report. Section I presents statewide data for higher education in general, including statistics on credit enrollments by educational segment and political subdivision, and on actual and projected births and high school graduates for 1961-1994. Section II provides information on community college enrollments by program area, student status, race, and residence; looks at enrollment trends for 1980 to 1984; and presents data on enrollments in state-funded credit and continuing education courses. Section III covers revenues and expenditures, including information on revenues by source (1980-1985 and 1979-84), contributions to Maryland community colleges for FY 1984, adjusted current unrestricted expenditures by function and object, and net cost per full-time equivalent student for 1981-86. Section IV gives information on degrees and certificates, including characteristics of degree recipients, comparisons of awards for 1980-84, and trends in associate in arts and occupational degrees awarded 1980-84. Section V presents data on salaries and fringe benefits for administrators, faculty, and full-time instructional faculty on 10- and 12-month contracts. After section VI provides an inventory of physical facilities, section VII examines other characteristics of the state's community colleges, including tuition per 15-week term for 1985, student/faculty ratio for 1981-84, the organization of the State Board for Community Colleges, and a map of Maryland's community colleges. (HB)

ED 253 292 JC 850 065

Clarke de Toro, Mary F.  
A Design for Evaluation of the Institutional Goals of La Montana Regional College.

Puerto Rico Univ., Utuado. La Montana Regional Coll.

Pub Date—Oct 84

Note—78p.; Project carried for Institute for Leadership Development.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Evaluation Criteria, \*Evaluation Methods, \*Institutional Evaluation, \*Organizational Objectives, Two Year Colleges

A project was conducted at La Montana Regional College, a two-year institution in the central mountain region of Puerto Rico, to design a system by which solid, empirical evidence of institutional goal achievement could be collected. The project involved four components: a study of the literature on institutional goal achievement and the appropriate means for measuring goal achievement; a revision of the mission and goal statements of La Montana; approval from the college administration of the revised goal statements; and the design of appropriate progress measures for each goal. The project report includes a literature review, a discussion of the purpose and design of the study, background information on the college, an enumeration of institutional goals and the progress measures to be applied, and a time table for the design of outcome studies (e.g., attitude studies, graduate follow-ups, cost/benefit analysis of human resources, needs assessment of continuing education, and program evaluations). (LAL)

ED 253 293 JC 850 067

Romano, R. Herbert, N.  
The Economic Impacts of the College on the Local Economy.

Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.

Pub Date—Jan 85

Note—58p.; Reprint of a study report published in 1977. Study funded by the Broome Community College Alumni Association.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, \*Economic Factors, Economic Research, \*Educational Economics, Models, Questionnaires, School Business Relationship, \*School Community Relationship, Two Year Colleges

Identifiers—\*Economic Impact, Economic Impact Studies

This economic impact analysis presents the methods and findings of a study of the short-term effects of Broome Community College on the local economy. Chapter I provides an introduction to the purpose of the study, and its research antecedents. After discussing the general research approach used in the study, chapter II presents the mathematical models used to assess economic impact with respect to local business, government, and individuals/jobs. In chapter III, data collection methods are examined, and information is presented on the reliability of the data and the incorporation of a "no college" assumption into the research design. Chapter IV analyzes results in terms of the dollar amounts arrived at for each model used, and provides further explanations of the economic models for determining impacts on local businesses, local governments, and individuals. Concluding remarks indicate that the total local business volume generated by college-related activities was estimated at \$10.7 million in 1975-76, and that if the college were eliminated, the local economy would lose an estimated \$16.5 million. Appendices provide further information on research methodology, charts, and the survey questionnaire. (LAL)

## PS

ED 253 294 PS 014 508

Roscoe, Bruce Peterson, Karen L.  
Employer Sponsored Child Care Services: An Assessment of University Employee Needs.

Pub Date—[83]

Note—14p.

Pub Type—Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Workers, \*Day Care, Early Childhood Education, \*Employed Parents, \*Employee Attitudes, Employer Employee Relationship, \*Employer Supported Day Care, Higher Education, Questionnaires, Surveys, \*Universities

The aims of the present study were (1) to develop an instrument that would assess the child care needs of a relatively large group of university employees, and (2) to determine whether sufficient need existed to impel the employer to establish such a worker benefit. The project was conceived when a single group of employees (clerical personnel) approached the university administration regarding the issue of child care. In response, the university supported the idea of conducting an investigation of employees' child care needs. Representatives from the administration and various employee groups discussed the employees' child care needs and constructed a questionnaire, which was pilot-tested on a group of nonuniversity employees. Then the questionnaire was distributed through university employee groups; a 43 percent return was obtained. Analyses of data indicated that 14 percent of the respondents had children under 13 years of age and that half of these respondents were using some type of paid child care. Other results indicated that employees had relatively little difficulty in arranging child care at moderate expense. It was concluded that adequate services presently existed in the community. However, the university became aware of employees' needs and the potential benefits to the employer of onsite child care services. Thus, an agreement was negotiated with the city school system to reserve slots in child care centers located near the university. (CB)

ED 253 295 PS 014 519

Redleaf, Rhoda Olson, Mary Jo  
Survival Kit for Directors.  
Early Childhood Directors' Association, St. Paul, MN.

Report No.—ISBN-0-934140-24-3

Pub Date—83

Note—93p.

Available from—Toys 'n Things Press, Division of Resources for Child Care, Inc., 906 North Dale, St. Paul, MN 55103 (\$5.95, plus \$1.75 shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Administrators, Classroom Environment, \*Day Care Centers, Early Childhood Education, Guidelines, Instructional Materials, \*Nursery Schools, \*School Administration, School Policy, Supervisory Methods

This pamphlet compiles ideas for making the job of directing a nursery school or day care center easier. Each page describes a problem area, a specific incident illustrating the problem, a solution, and steps taken in implementing the solution. Additional comments for some selections provide more information on the effects of solutions. The 50 problems addressed are in the areas of staff management, planning and organization, children, communication, policies and tuition, and environment. Problem solutions described within these sections range from suggestions on writing a staff handbook to practical hints on making or modifying classroom equipment. (CB)

ED 253 296

PS 014 523

Hopkins, John B.

*The Effect of Early and Extended Neonatal Contact on Mother-Infant Interaction.*

Pub Date—76

Note—80p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior Patterns, Hypothesis Testing, \*Individual Characteristics, Interaction, Measures (Individuals), Models, \*Mothers, \*Neonates, Parent Attitudes, \*Parent Child Relationship, Performance Factors, Social Environment, Theories

Identifiers—Brazelton Neonatal Behavioral Assessment Scale, Coding, Dyadic Interaction Analysis, Infant Feeding, Qualitative Data, Quantitative Data, Social Interaction

In this study, 104 primarily indigent primiparous mothers from urban and rural areas and their healthy, full-term neonates were placed in one of four conditions during the normal postpartum lying-in period. Conditions were control, initial contact, rooming-in, and initial contact plus rooming-in. Dependent variables consisted of scores on the Brazelton Neonatal Behavior Assessment Scale, results of observations of the mother-infant dyad by the nursing staff, and data gained through assessment of mothers' perceptions of their neonates by means of a questionnaire. For both the neonatal assessment and the interaction observation data, results were found to fit a model contrasting dyads that received initial contact and dyads that did not. Nurse ratings produced no effects, while maternal perceptions inferred from the temperament scale yielded contrasts between rooming-in dyads and dyads not rooming-in, as well as contrasts between dyads that received initial contact and those that did not. Results were interpreted as indicating an interaction between method of assessment and choice of dependent variables. In addition, findings with respect to the direct measures (neonatal assessment and feeding observations) were construed as important evidence for the existence of a sensitive period following birth. Speculation regarding the process involved in initial contact was presented, and results were discussed in light of this possible mechanism. (Related materials are appended; these include a priori profiles for the Brazelton Scale, the Neonatal Unit Rating Scale Evaluation (NURSE), and Talking about My Baby, a modified version of W. Carey's Infant Temperament Scale. (RH)

ED 253 297

PS 014 537

Lang, Robert D.

*Danger in the Classroom: The Continuing Problem of Asbestos in the Public Schools.*

Pub Date—84

Note—36p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Asbestos, \*Compliance (Legal), Court Litigation, \*Educational Facilities, Elementary Secondary Education, Environmental Standards, \*Facility Improvement, Federal Legislation, Federal Programs, Financial Support,

Health Conditions, \*School Law, State Legislation

Identifiers—Asbestos School Hazard Detection and Control Act, Environmental Protection Agency, \*New York, School Asbestos Safety Act 1979 (New York)

Asbestos in school buildings continues to threaten the future health of children. Because of prolonged exposure while their metabolism and activity levels are relatively high and their cellular development is relatively rapid, children and adolescents have a lifetime risk of developing asbestos-related diseases—such as asbestosis, mesothelioma, and cancer of several organs—a risk that is greater than that of adults who work with asbestos. Few local educational authorities can pay for the expensive work needed to correct the problem, and federal financial aid is not available. The health hazard persists; in particular, compliance of New York State school districts with federal and state statutes addressing the problem remains low. Crucial deficiencies in existing legislation exist: the federal Hazard Detection and Control Act fails to mandate removal or encapsulation of hazardous materials, and New York's School Asbestos Act fails to provide adequate protection to individuals occupying school buildings not used as public schools. Current approaches to solving the asbestos problem are clearly inadequate, and alternative solutions must be formulated and pursued promptly. A first step would provide federal funding for asbestos inspection and mandatory removal. A total solution might be attained through combining the funding of mandatory measures with the Environmental Protection Agency's new and aggressive policy of proposing and imposing heavy fines on noncomplying school districts. (RH)

ED 253 298

PS 014 598

Wright, Mary J.

*Compensatory Education in the Preschool: A Canadian Approach. The University of Western Ontario Preschool Project.*

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Ontario Ministry of Community and Social Services, Toronto.

Report No.—ISBN-0-931114-20-9

Pub Date—83

Note—391p.

Available from—The High/Scope Press, 600 North River Street, Ypsilanti, MI 48197 (Paper, \$15.00).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Classification, Cognitive Ability, Comparative Analysis, \*Compensatory Education, Curriculum Guides, Early Childhood Education, \*Economically Disadvantaged, Follow Up Studies, Foreign Countries, Grade 1, Grade 2, Grade 3, Grade 4, \*Intellectual Development, Interpersonal Competence, Kindergarten Children, Longitudinal Studies, Measures (Individuals), Number Concepts, Preschool Children, \*Preschool Education, Problem Solving, \*Program Descriptions, \*Program Development, Spatial Ability, Summative Evaluation

Identifiers—Social Policy, \*University of Western Ontario Preschool Project

Written for a variety of audiences, this volume describes the University of Western Ontario Preschool Project in sufficient detail to permit its replication; findings of formative and summative program evaluations are reported along with research developing new criterion measures of social competence. Begun in 1973, the program was primarily designed to meet the needs of economically disadvantaged preschool-age children in Canada. For comparative purposes, high income/high ability and low income/average ability groups attended the preschool. The children were tested for growth on intellectual and cognitive abilities, problem-solving styles and strategies, and social competence. Findings revealed that all three ability groups made significant gains over time on all measures. Chapter 1 of the present volume provides background information about intervention and research programs. Chapters 2 through 5 provide curriculum materials in the areas of number, classification, and spatial relations. Chapter 6 describes program modifications and special studies conducted in the third and fourth project years. Chapter 7 describes the development of a measure of social competence. Chapters 8 through 11 describe methods and discuss results of the summative evaluation of immediate and long term program impacts. Chapter 12 presents a summary and conclusions. Completing the

document is an epilogue viewing the project and related issues from an updated (1983) perspective and exploring implications for social policy. (RH)

ED 253 299

PS 014 600

*As the Twig Is Bent: Lasting Effects of Preschool Programs.*

Consortium for Longitudinal Studies.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Department of Labor, Washington, D.C.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Report No.—ISBN-0-89839-271-2

Pub Date—83

Grant—ACYF-18-76-07843; ACYF-90C-1311; DOL-28-36-80-02; PHS-MCT-004012-01-0

Note—494p.

Available from—Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 (\$49.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Adolescents, Blacks, Comparative Analysis, Compensatory Education, Disadvantaged Youth, Educational History, Elementary Secondary Education, Home Programs, \*Intervention, \*Longitudinal Studies, Low Income Groups, \*Outcomes of Education, Preschool Children, Preschool Education, \*Program Effectiveness, Public Schools

Identifiers—Life Span Development, Project Follow Through, Project Head Start

The Consortium for Longitudinal Studies was formed to answer the question of whether early education programs have measurable long term effects on the performance of children from low income families. Every early intervention study that had a specific curriculum, focused on children from low income families, was completed prior to 1969, and had an original sample in excess of 100 subjects was invited to join the consortium. The investigators of all but 1 of the 15 eligible studies accepted the invitation. In return for funding to locate and retest the original subjects, researchers agreed to pool their data for an analysis of findings across all studies. This volume presents the results of the individual longitudinal studies and the pooled study results. Chapter 1 is entitled "History and Background of Preschool Intervention Programs and the Consortium for Longitudinal Studies" (Sandra Condry). Chapters 2 through 12, project reports by individual research groups, are entitled and authored as follows: "The Early Training Project 1962-1980" (Susan Gray, Barbara K. Ramsey, and Rupert A. Klaus); "The Effects of the Perry Preschool Program on Youths through Age 15" (Lawrence J. Schweinhart and David Weikart); "The Gordon Parent Education Infant and Toddler Program" (R. Emile Jester and Barry J. Guinagh); "A Comparison of Five Approaches for Educating Young Children from Low-Income Homes" (Merle B. Karnes, Allan M. Shwedel, and Mark B. Williams); "The Louisville Experiment: A Comparison of Four Programs (Louise B. Miller and Rondell P. Bizzell); "The Harlem Study: Effects by Type of Training, Age of Training, and Social Class" (Francis H. Palmer); "The Mother-Child Home Program of the Verbal Interaction Project" (Phyllis Levenstein, John O'Hara, and John Madden); "The Micro-Social Learning Environment: A Strategy for Accelerating Learning" (Myron Woolman); "Long-Term Effects of Projects Head Start and Follow Through: The New Haven Project" (Victoria Seitz, Nancy H. Apfel, Laurie K. Rosenbaum, and Edward Zigler); "The Philadelphia Study: The Impact of Preschool on Intellectual and Socioemotional Development" (E. Kuno Beller); and "The IDS Program: An Experiment in Early and Sustained Enrichment" (Martin Deutsch, Cynthia P. Deutsch, Theresa J. Jordan, and Richard Grallo). Chapter 13 presents a report entitled "Pooled Analyses: Findings across Studies" (Jacqueline M. Royce, Richard B. Darlington, and Harry W. Murray). Chapter 14 is entitled "Discussion and Implications of the Findings" (Irving Lazar). An epilogue by Lois-ellin Datta discusses the results in terms of education policy recommendations. (CB)

ED 253 300

PS 014 761

Ekdahl, Bertil

*Child Custody Rules in the Context of Swedish Family Law. Social Change in Sweden, No. 31. Swedish Information Service.*



Pub Date—Nov 84

Note—10p.

Available from—Swedish Information Service, 825 Third Avenue, New York, NY 10022 (Free of charge).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption, \*Child Custody, \*Children's Rights, Child Responsibility, Corporal Punishment, Divorce, \*Federal Legislation, Foreign Countries, Foster Family, \*Government Role, Grandparents, Marriage, Parent Child Relationship, Parent Rights, Social Change

Identifiers—Child Support, Names, \*Sweden, Visitation Rights

In recent years, existing family legislation in Sweden has undergone a review process resulting in extensive revisions. The decisive factor behind these revisions has been change in Swedish society during the 20th century, including urbanization, frequent changes in residence, fewer children per family, the labor force participation of most women with small children, greater numbers of children born out of wedlock, and greater numbers of divorces. This article briefly discusses the central features of Swedish family law with regard to marriage, married names, mutual obligation of support during marriage, and divorce. Additional discussion is devoted to Swedish law applying to children (i.e., a child's last name; child custody; visitation and access rights; child support; visitation expenses; enforcement of custody, visitation, and child support; and adoption). Innovations in legislation include a law concerning a child's rights to care, security, and a good upbringing (and parents' rights to make decisions about these issues); a law that expressly states that children may not be subject to physical punishment; automatic joint custody of children upon divorce unless the parents disagree; a child's rights to access to others besides his parents (such as grandparents and foster parents); maintenance allowance guidelines for calculating child support; and government payment of missed child support payments with parental reimbursement to the government. (CB)

ED 253 301

PS 014 787

Ames, Bobbie H.

Alabama Children: A Matter of Commitment and Priority. Special Report to Governor Fob James and the Alabama Legislature. Volume I and Volume II.

Alabama Governor's Commission on the Alabama Year of the Child, Montgomery.

Pub Date—81

Note—643p.

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110) — Opinion Papers (120)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Adolescents, Child Abuse, \*Children, Curriculum Development, Delinquency, Demography, Employed Women, Family (Sociological Unit), Health Services, Humanism, Income, Justice, Mental Health, Nurse Practitioners, Physical Health, Planning Commissions, \*Policy Formation, Religion, \*Social Services, Social Values, \*State Government, State Surveys, Statistical Data, Tables (Data), Textbook Selection, Unwed Mothers

Identifiers—Aid to Families with Dependent Children, \*Alabama, Secular Humanism

This report in two volumes is the product of a year-long needs assessment undertaken by the Governor of Alabama's Commission for the Alabama Year of the Child. Volume I, which contains an overview and recommendations to the governor and the legislature, includes position papers and letters from the commission and interested citizens. These position papers cover five major topics: the family, children and society, children and health, education, and juvenile justice. Social issues are discussed in terms of their effects on children; these include changes in family structure and employment, child abuse and neglect, child pornography, social services for children, infant mortality, child health and nutrition, teenage pregnancy, abortion, the use of nurse practitioners in rural counties, textbook content, curriculum reform, the influence of secular humanism, the supervision and punishment of juvenile offenders, and the role of children in the eyes of the church. Volume II contains tables of statistics giving data on population, income, Aid to Dependent Children and other programs, mental health, education, and juvenile justice in Alabama. Data on population

and income in the United States are also included. (CB)

ED 253 302

PS 014 788

The State of the World's Children, 1984.

United Nations Children's Fund, New York, N.Y. Report No.—ISBN-0-19-828489-6

Pub Date—83

Note—207p.; Expanded version of ED 241 128. Available from—Oxford University Press, Humanities and Social Sciences, 200 Madison Avenue, New York, NY 10016 (Hardcover, \$19.95).

Pub Type—Information Analyses (070) — Books (010) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Children, Demography, \*Developing Nations, Family Planning, Foreign Countries, Health Education, Immunization Programs, Infant Mortality, Intervention, Mothers, Nutrition, \*Physical Development, \*Physical Health, Statistical Data

Identifiers—Breastfeeding, Child Growth Charts, Food Supplements, Oral Rehydration Therapy, Recession, \*UNICEF

Expanding on information provided in a softcover report of the same title, this hardcover edition contains additional chapters and presents a more complete picture of the revolution in child survival that UNICEF now believes to be possible. Part I, the annual message from the executive director of UNICEF, summarizes worldwide reaction to breakthroughs in knowledge and technique that now make it possible to improve the health of millions of children. Throughout this part, 26 inset panels describe successful efforts to improve children's health. Part II brings together six essays by medical authorities. These essays outline both the potential for and problems in using oral rehydration therapy, growth monitoring, breastfeeding, expanded immunization, family spacing, and food supplements for pregnant and lactating women and infants who are being weaned. In Part III, three novelists from the developing world write about their visits to countries where changes are being made to improve health and living conditions. Part IV reports a special UNICEF study of the impact of the current world recession on the world's children. Part V presents, in tabular form, economic and social statistics on all the nations of the world, with particular reference being made to children's well-being. These tables include data on the pattern of child deaths and information for 130 nations on basic child welfare indicators, nutrition, health, education, demographic indicators, and economic indicators. (CB)

ED 253 303

PS 014 818

Implementing Kindergarten in Mississippi: An Administrator's Handbook (with Guidelines and Criteria).

Mississippi State Dept. of Education, Jackson. Div. of Instruction.

Pub Date—May 84

Note—250p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Administrator Guides, \*Administrators, Curriculum Design, Early Childhood Education, Educational Equipment, \*Educational Resources, Instructional Materials, \*Kindergarten, Program Content, \*Program Descriptions, \*Program Design, Program Guides

Identifiers—\*Mississippi

This administrators' handbook gives directions for implementing a kindergarten program. Specifically, chapters discuss: roles of school staff members; general characteristics and needs of young children (including those with special needs) in various developmental areas; procedures for renovating or constructing classroom and playground facilities; development of a comprehensive curriculum based on the developmental needs of 5-year-olds; equipment and materials for various learning centers; techniques of program assessment; and ways to involve parents in their children's learning experiences. Eighteen appendices include (1) a list of requirements for teacher certification; (2) suggestions for playground equipment design; (3) playground plot plans; (4) a sample registration form; (5) an instructional management plan; (6) a bibliography of teachers' resource books; (7) plans for classroom equipment; (8) a review of screening instruments; (9) a review of standardized testing instruments; (10) excerpts from Georgia kindergarten assessment; (11) sample checklists; (12) an anecdotal record form; (13) a partial list of school districts housing federally funded kindergarten pro-

grams; (14) general registration and certificate of residence forms; (15) a program participation selection form, a parent interest survey, a field trip permission form, and a volunteer profile; (16) a resource list for parents, administrators, and teachers; (17) a training format; and (18) a sample community interest survey. The handbook also includes a very brief glossary along with guidelines for and information about application and criteria for kindergarten program funds during the 1985-86 and 1986-87 school years. (AS)

ED 253 304

PS 014 821

Jorde, Paula

Teacher Job Satisfaction: A Framework for Analysis.

Pub Date—84

Note—40p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Early Childhood Education, Elementary Secondary Education, \*Job Satisfaction, Life Satisfaction, Literature Reviews, Models, Teacher Attitudes, \*Teaching (Occupation), Work Attitudes

Identifiers—\*Social Ecology

What appears to be missing in the extensive research and literature on the topic of job satisfaction is a coherent framework indicating how the many personal and environmental variables relate to one another in influencing the individual's overall feelings about work. The first part of this discussion offers an historical perspective on job satisfaction research, describes approaches used to measure teachers' job satisfaction, and relates various motivation theories to research on teachers' job satisfaction. The second part presents a working model to illustrate how the many variables of job satisfaction interrelate. Building on the social-ecological conceptualization proposed by Rudolf Moos, this model stresses the dynamic, interactive nature of person-environment factors. Such factors include environmental variables, personal variables, cognitive appraisal, coping responses, and outcomes. Research findings on aspects of these variables are discussed in detail, especially as they relate to early childhood teaching. It is hoped that a model incorporating some theoretical explanation of these complex relationships will have value in training early childhood teachers. (CB)

ED 253 305

PS 014 822

Champagne, David W. And Others

Don't Leave Teaching: Examine Other Teaching Related Careers.

Pub Date—Nov 84

Note—11p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Change, Career Development, \*Career Planning, Case Studies, Elementary Secondary Education, \*Employment Opportunities, Teacher Alienation, \*Teaching (Occupation), Teaching Skills

Teachers who wish to change professions can use their skills in a new setting rather than take jobs in settings where their teaching competencies are of little use. This document provides a list of 29 professions where teaching takes place outside of traditional elementary secondary school buildings. The career of one teacher who left the school setting and found an alternative educational environment to practice her profession is examined through her responses to interview-type questions. Specifically, she describes her current position as coordinator of parent-child programs for the Mailman Family Center of Nova University, the advantages of this position over her previous public school teaching job, her experience and training, and the mental changes necessary to make this career shift. (CB)

ED 253 306

PS 014 823

Langenthal, Stuart F.

Infant Developmental Assessment: A Self-Study Guide for School Psychologists.

Pub Date—84

Note—79p.; Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Development, Early Childhood Education, \*Evaluation Methods, Independent Study, \*Infants, \*Professional Continuing Education, \*Psychological Evaluation, \*School Psychologists, Study Guides, Tests

Identifiers—\*Developmental Evaluation Services for Children

Federal and local mandates to expand the services of school psychologists downward to children ages 3 to 5 and interest in private practice and employment in institutions other than public schools have increased school psychologists' desires for broader role definitions. To meet the needs of the client group created by recent changes in the profession, school psychologists need to increase their limited knowledge of infant assessment. A practicum was conducted to help school psychologists broaden their skills in this area. Specific practicum goals were (1) to provide an overview of nine major infant assessment devices; (2) to incorporate this overview into a programmed study guide that enables users to evaluate their initial knowledge base and post-study skills; and (3) to prepare professionals for potential service delivery. Five professionals in the field (two school psychologists, two pediatricians, and one developmental optometrist) used and reviewed the guide and its evaluation instruments. All participants demonstrated expanded knowledge following the course of study and reacted very favorably to the guide and its potential usefulness. Dissemination of the guide via publication and/or workshops is anticipated. (Appendices include tables of data on school psychologists' training, licensing, private practice, and continuing education. Also included are pretests and posttests and evaluation data.) (Author/CB)

ED 253 307

PS 014 824

Suskind, Diane Phillip, Anna

Yupik Eskimo Folklore and Children's Play Activities.

Pub Date—Nov 84

Note—10p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Early Childhood Education, Elementary School Curriculum, Eskimo Aleut Languages, \*Eskimos, Freehand Drawing, Language Acquisition, Learning Activities, \*Playground Activities, Preschool Curriculum, \*Story Telling, Verbal Development

Identifiers—\*Story Knife Tales, \*Yupik Eskimos

Yauruilla stories are told by children of all ages in Yupik-speaking Eskimo villages in Alaska. These stories are illustrated by figures sketched in mud with a ceremonial knife. The sustained involvement and effort of the children engaged in Yauruilla may aid cognitive development by encouraging the learning of culturally related geometrical abstraction. With its demonstrative pronouns, the Yupik language may give children the tools to develop accurate geometrical figures. It is essential to document oral activities such as Yauruilla before Eskimo languages are replaced by Western languages. In addition, parents and teachers outside Alaska can use this activity for language enrichment by providing mud and a plastic knife and by presenting children with a set of basic symbols. The child draws the symbols with the knife while simultaneously telling the story. In this way, Yauruilla is similar to allowing a child to use a puppet while practicing language skills. Both methods reduce the child's inhibition. (Appendices include a set of symbols used in knife storytelling and two sample stories.) (CB)

ED 253 308

PS 014 826

Missing Children's Assistance Act of 1983, Report of the Committee on the Judiciary, United States Senate on S. 2014, Ninety-Eighth Congress, Second Session (May 25, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—Senate-R-98-499

Pub Date—25 May 84

Note—74p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Children, \*Federal Legislation,

\*Government Role, History, \*Runaways, \*Social Problems

Identifiers—Abductions, \*Amendments, Child Protective Services, Congress 98th, Department of Justice, Juvenile Justice Delinquency Prevention Act 1974, Legislative History, Legislative Intent, Legislative Voting, \*Missing Childrens Assistance Act, Missing Persons, Reauthorization Legislation, Runaway and Homeless Youth Act 1974

This report provides the text of and materials related to the Missing Children's Assistance Act of 1983 (S.2014), a bill reauthorizing and amending: (1) the Juvenile Justice and Delinquency Prevention Act of 1974 to provide for assistance in locating missing children; and (2) the Runaway and Homeless Youth Act. Sections of the bill focus on findings, definitions, administrative duties and functions, grants, advisory board formation, and criteria for grants. These discussions are followed by sections delineating the purpose and history of the legislation. The next sections present amendments to the bill and provide an analysis of its provisions. Briefly included in subsequent sections are a regulatory impact statement, a record of the committee vote, and mention of the Congressional Budget Office cost estimate. A substantial portion of the report provides the views of the United States Department of Justice on the bill. The department's proposed amendment in the nature of a substitute would incorporate provisions of the Senate's Title VI of S.1972 into the House of Representative's H.R. 2175; it also provides for a federal program within the Department of Justice as contained in S.2014. The concluding section of the report specifies changes in existing law made by S.2014. (RH)

ED 253 309

PS 014 828

Sutton, Rosemary E. Peters, Donald L.

Implications for Research of a Life-Span Approach to Teacher Development.

Pub Date—[83]

Note—27p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Caregivers, Competency Based Teacher Education, \*Developmental Psychology, Early Childhood Education, \*Faculty Development, Longitudinal Studies, Postsecondary Education, \*Preschool Teachers, \*Research Methodology, Teacher Attitudes, Teacher Characteristics

Identifiers—Child Development Associate, \*Life Span Development, Research Suggestions

This paper examines the life-span approach to developmental psychology as it relates to teacher development research and presents some empirical results demonstrating the potential of the approach for increasing understanding of teacher development. Five assumptions of the life-span orientation as applied to the study of teacher development are discussed. Additionally, a typology of characteristics of life events is specified. Both assumptions and categories of the typology are viewed in relation to their implications for teacher development. Reported next, as an illustration of the value of the life-span approach, is a longitudinal exploratory study of preschool teachers enrolled in the 2-year Child Development Associate inservice education program. In October 1981, May 1982, and March 1983, 55 subjects were administered a battery of measures to assess the teacher-as-person, teacher-as-teacher, and teacher-as-teacher-as-person. Findings revealed differences between first- and second-year trainees; effects of teaching experience; variation across time on teacher-as-person variables; and significant relationships between teacher beliefs and personal characteristics. In conclusion, the design and results of the study are discussed with respect to the contribution that a life-span approach to teacher development may have on the study of inservice education. (RH)

ED 253 310

PS 014 833

Reauthorization of the Head Start Act, 1984, Hearing before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on Extension of Programs under the Head Start Act, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—S-Hrg.-98-1026.

Pub Date—3 May 84

Note—127p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—American Indians, Federal Government, \*Federal Legislation, \*Financial Support, Hearings, Low Income Groups, Migrant Workers, Minority Groups, Nutrition, Preschool Children, \*Preschool Education, \*Program Administration, \*Teacher Education

Identifiers—CDA Credential, Congress 98th, Department of Agriculture, Native Americans, \*Project Head Start, \*Reauthorization Legislation

This document includes written and oral testimony from Senators; representatives of the Department of Health and Human Services; private citizens; and employees and representatives of national and local Head Start organizations, civil rights organizations, and parent groups. In general, discussions center on the merits and disadvantages of specific Head Start reauthorization bills. These bills differ in terms of the programs mandated and the amount of funding proposed. Among the issues discussed at length are the amount of funding for training and technical assistance and the continuance of the Child Development Associate (CDA) certification program. Other issues include current requirements to give existing Head Start programs preference in granting contracts for expanded programs and proposals to limit children to 1 year of participation, to administer child care food funds through Head Start rather than through the Department of Agriculture, to strengthen Head Start performance standards, and to dissolve the Indian and Migrants Program (at the time of writing, a separate division within Head Start). (CB)

ED 253 311

PS 014 840

Roberts, William L.

Sex Differences in the Socialization of Competence in Preschoolers.

Pub Date—Aug 84

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Rearing, Competence, \*Interpersonal Competence, \*Parent Child Relationship, Parent Influence, \*Preschool Children, Preschool Education, \*Sex Differences, \*Socialization, \*Verbal Development

An extension of a project that examined the associations between parental responses to children's emotional upset and children's competence in preschool, this study focuses on gender differences in the socialization of competence. Parents' warmth and responsiveness, firmness and control, and responses to their children's emotional upset were assessed in 30 families. Parent self-reports, observer ratings, home observations, and a projective interview measure were used. In the projective interview, children were asked to finish stories by saying how parents would respond when the story child confronted emotionally stressful events. Children's competence was assessed by administering the Peabody Picture Vocabulary Test and by having the child's teacher complete Baumrind's Preschool Behavior Q-Sort. In general, gender differences in socialization were outweighed by gender similarities. Mothers and fathers showed no mean differences in measures of warmth, control, or responsiveness to children's emotional upset. Boys and girls were equally cooperative with their parents as well as with their peers and preschool teachers. Two sex-of-child differences emerged: fathers were more firm with their sons, and girls attributed more comforting responses to story parents on the projective measure. Despite the few observed differences in socialization practices, consistent mean differences were found on the outcome measures. Girls were rated as being more socially competent in preschool. (Author/CB)

ED 253 312

PS 014 841

Peters, Donald L.

The Child Development Associate Program: Research Update.

Pub Date—[84]

Note—21p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, Classroom Techniques, Curriculum Development, \*Curriculum

Research, Early Childhood Education, Educational Improvement, Postsecondary Education, \*Preschool Teachers, Questionnaires, Student Attitudes, \*Training  
 Identifiers—\*CDA, Child Development Associate, Life Span Development

Research conducted on Child Development Associate (CDA) training in HSS Region III during the past 2 years has attempted to analyze this form of adult education by combining some aspects of life-span research with aspects of more traditional adult education research. This report provides a brief update on two types of research: research on the impact of CDA training and research on the training process itself. Research on the effects of CDA training shows short term gains in child development knowledge and classroom behavior, but it also indicates that a partial reversal of earlier endorsement of child-centered beliefs takes place during second-year training. Two explanations are offered for the latter finding. The first concerns the emphasis during second-year training on teacher behavior as opposed to child development. The second, oriented in the life-span perspective, suggests reversal by most trainees to previously held beliefs. Three studies have been completed on the CDA training process. The findings of one study suggest that the CDA approach to assignments and inservice feedback should be combined with a child development knowledge base typical of traditional training. Results from another study emphasize the influence on training of external motivating factors in the work and personal lives of trainees. The third study concludes that the more successful training programs include opportunities for independence in working with complex materials in complex social interactions. (CB)

ED 253 313 PS 014 842

*Brown, June*  
**Missouri Teachers Experience Stress.**  
 Pub Date—[84]

Note—9p.  
 Pub Type—Reports - Research (143)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—Age Differences, Class Size, Elementary Education, \*Elementary School Teachers, Parent Attitudes, Questionnaires, Rating Scales, Research Needs, \*Rural Schools, School Size, \*Stress Variables, Student Attitudes, \*Teacher Attitudes, Teacher Education  
 Identifiers—\*Missouri

A replication of earlier research involving elementary and secondary teachers in urban schools, this study was conducted to identify selected stress factors experienced by rural elementary school teachers and to analyze relationships between stress symptoms and the degree of stress. A stratified random sample of 387 teachers was mailed a questionnaire using Likert-type scales; the response rate was 70 percent. Results indicated that the majority of respondents perceived their profession to be stressful. Ten factors were found to be most stressful, and five stress symptoms were reported as occurring most frequently. It was discovered that, as the age of the teacher increased, the degree of stress associated with the school administration's inadequacy and parent criticism/interference decreased. Also, as the grade level increased, the degree of stress associated with student values/attitudes increased. Teachers with larger classes found overcrowded classrooms more stressful, and teachers with a large number of students in their buildings found parent values/attitudes more stressful. The following recommendations were made: (1) Teacher stress should receive a larger focus in teacher training; (2) Data on teacher stress might be made useful to school boards and administrators by targeting research toward individual schools and school districts; and (3) Future stress research could focus on specific groups of teachers, including beginning teachers. (CB)

ED 253 314 PS 014 844

*Peters, Donald L.*  
**What Does Research Tell Us About CDA Training?**  
 Pub Date—Nov 84

Note—12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Child Caregivers, \*Competency

Based Teacher Education, Early Childhood Education, \*Outcomes of Education, Postsecondary Education, \*Preschool Teachers, Program Effectiveness, \*Teacher Characteristics, \*Teacher Effectiveness, Teaching Skills, Training

Identifiers—\*CDA, Child Development Associate  
 Research concerning the Child Development Associate (CDA) program at the Pennsylvania State University aims to define more carefully the characteristics of the adult learners enrolled in CDA training, delineate the characteristics and process of training, and broaden the scope of outcome variables studied. To address this third aim, a series of studies conducted over a period of 4 years has focused on the effects of training on a range of teacher characteristics: teacher beliefs, dogmatism, locus of control, self-concept, self-confidence, educational aspirations, professional involvement, child development knowledge, early childhood methods, CDA behaviors, and cognitive flexibility. Results of these six studies show that (1) CDA trainees gain specific knowledge of child development and early childhood methods; (2) trainee educational aspirations appear to be raised by participation; (3) trainees are more actively involved professionally and seek professional growth; (4) trainees demonstrate increased self-confidence, and (5) cognitively oriented, child-centered beliefs increase during the first year of participation and slightly decrease during the second year. It is suggested that slight differences in percentages between these results and those of national CDA surveys indicate that training may be enhanced by the actual assessment and credentialing process or by the subsequent recognition credentialled CDA's attain. (AS)

ED 253 315 PS 014 845

*Adams, Polly K. Taylor, Michael K.*  
**A Learning Center Approach to Infant Education.**  
 Pub Date—84

Note—17p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Day Care Centers, Early Childhood Education, \*Educational Facilities Planning, Guidelines, \*Infants, Instructional Materials, \*Interior Design, \*Learning Centers (Classroom), Organization, \*Toddlers

Following a prefatory description of infant development and high-quality infant day care centers, this paper focuses on the construction of learning centers for infants and toddlers in day care. Issues for consideration are specified, and 18 different care/learning centers and 6 work stations for parents/staff are briefly described. In addition to areas devoted to physical care, learning centers may focus on the following: listening, seeing, hearing, touching, fine motor skills, gross motor skills, and creativity, as well as activities dealing with: sociodrama, water and sand, fantasy, nature, quiet, construction, and adventure. Adult areas are oriented toward observation, parent involvement, office records management, planning, food preparation, and maintenance. Tables indicate relationships of each center station to individual and/or program development and specify possible locations of centers and expected users. (RH)

ED 253 316 PS 014 846

*Katzman, Martin T. Vandell, Deborah*  
**Societal Trends Affecting the Environment of Early Childhood Education. Follow Through Planning Project. Final Report.**

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 81

Grant—NIE-P-80-0181

Note—34p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Asian Americans, Birth Rate, Blacks, \*Demography, \*Early Childhood Education, Early Parenthood, \*Educational Environment, Employed Parents, Employed Women, Evaluation Criteria, Hispanic Americans, Immigrants, One Parent Family, \*Social Change, \*Social Influences, \*Sociocultural Patterns, Whites, Young Children

Identifiers—\*Project Follow Through

This monograph documents the magnitude and likely prognosis of demographic changes in the

1970's and suggests the impact of these trends on the problems of early childhood education. The implications of this changing environment for designing a new Follow Through program are also examined. With respect to the changing demographic environment, information regarding fertility, adolescent childbearing, proportion of working mothers, single parent households, and international immigration is presented. The consequences of changing demographics are discussed in relation to reduced fertility, children of adolescent and working mothers, single parent households and immigrant and foreign language status. Such changes are seen as having several implications for designing new Follow Through options; specifically, these concern the declining size of the traditional pool of applicants, increase in applicants for whom English is a second language, and substantial demand for custodial services for "latchkey" children of all social and ethnic backgrounds. It is suggested that the assumption of new purposes and functions by Follow Through implies the need for new models of evaluation using broader criteria. (AS)

ED 253 317 PS 014 847

*Quay, Lorene C. And Others*  
**The Effects of Play Materials on Positive and Negative Social Behaviors in Preschool Boys and Girls.**

Pub Date—Aug 84

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, August 24-28, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Antisocial Behavior, Incidence, \*Play, \*Preschool Children, Preschool Education, \*Prosocial Behavior, Sex Differences, \*Social Behavior

Identifiers—\*Context Effect, Nonsocial Behavior, \*Play Materials

Eleven preschool play centers in a preschool classroom were randomly sampled and observed during children's free play. Frequency of use, frequency of social and nonsocial behaviors, and quality (positive or negative) of social interactions occurring within them were recorded. A time-sampling procedure was used to obtain data. A total of 160 observation segments were obtained for each center. Attending the center were 24 middle class children (8 males, 16 females) with a mean age of 66 months. Two Log-linear analyses, each of which permitted the simultaneous comparison of all 11 play centers, indicated that play centers differed in frequency of use and that, overall, children engaged in more social than nonsocial and more positive than negative behaviors. A significant statistical interaction between the variables of play center and social/nonsocial behavior indicated that more social behavior occurred in some play centers than in others. A significant play center by positive/negative social behavior interaction indicated that more positive social behavior occurred in some of the centers and more negative social behavior occurred in others. A significant play center by gender interaction indicated that boys and girls differed in the frequency with which they played in the various centers. The social/nonsocial behavior by gender interaction, the positive/negative behavior by gender interaction, and the three-way interactions were not statistically significant. (Author/RH)

ED 253 318 PS 014 848

*Turco, Timothy L. Elliott, Stephen N.*  
**Assessment of Students' Acceptability of Teacher-Initiated Interventions for Classroom Misbehaviors.**

Spons Agency—Louisiana State Dept. of Education, Baton Rouge.

Pub Date—84

Note—39p.; Paper presented at the Meeting of the National Association of School Psychologists (Philadelphia, PA, April 20, 1984). Tables contain small print.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, \*Behavior Problems, \*Discipline, \*Elementary School Students, Grade 5, Grade 7, Grade 9, Intermediate Grades, \*Intervention, Junior High Schools, Junior High School Students, Punishment, Rewards, Sex Differences, \*Student Attitudes, Student Behavior  
 Identifiers—\*Childrens Intervention Rating Profile  
 Investigated in this study were the influences of



race, sex, and grade level on children's judgments of the acceptability of various intervention methods for dealing with two classroom problem behaviors: disturbing other students and destroying other students' property. In addition, the developmental applicability of the Children's Intervention Rating Profile (CIRP) was tested. A total of 225 fifth graders, 228 seventh graders, and 240 ninth graders participated. Intervention techniques rated included no recess, "time out," going to the principal's office, reward with tokens, public reprimand, public praise, private reprimand, private praise, self-monitored punishment, self-monitored reward, home-administered punishment, and home-administered reward. Results of a factorial analysis of variance indicated that intervention methods, student sex, grade placement, and severity of behavior problem significantly affected participants' ratings of intervention acceptability. Further analyses were undertaken to identify the intervention preferences of students at each grade level. In general, students reported liking home-based interventions but did not rate public reprimand as a desirable method for changing another student's behavior. Only ninth graders indicated a sensitivity to selecting intervention methods based upon the severity of the problem and the sex of the respondent. Educational ramifications and future research investigations are discussed. A reference list, six tables, and five figures are appended. (Author/RH)

ED 253 319 PS 014 850

Molnar, Gary J. Reighard, Cynthia H.  
**Kindergarten Screening: A Tool for Early Intervention of Learning Problems.**

Springfield City School District, OH.

Pub Date—Apr 84

Note—71p; Paper presented at the Meeting of the National Association of School Psychologists (Philadelphia, PA, April 20, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Kindergarten, Parent Materials,

\*School Readiness, \*Screening Tests, \*Staff Role,

\*Volunteer Training

Identifiers—Ohio (Springfield)

A kindergarten screening instrument used by the Springfield, Ohio city schools is included in this document, along with related materials concerning test norms, composite class records, and information for parents (with suggested activities for promoting child development and school readiness at home). Also included is an outline of a rationale for conducting spring screening activities; a guide for training volunteers to conduct screening activities; and a discussion of the roles, procedures, and responsibilities of members of a multidisciplinary screening team including the school psychologist, classroom teacher, speech pathologist, public health nurse, and physical education teacher. Copies of a kindergarten screening timeline, letters to parents notifying them of registration requirements, and publicity materials are provided. (RH)

ED 253 320 PS 014 851

Atwater, Jane B. Morris, Edward K.  
**An Analysis of Toddlers' Social Behavior in a Day Care Setting.**

Pub Date—Apr 84

Note—25p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques,

\*Day Care Centers, Dramatic Play, Early Childhood Education, \*Educational Equipment, Peer Relationship, \*Prosocial Behavior, \*Social Behavior, Teacher Student Relationship, \*Toddlers,

Toys, Verbal Communication

Identifiers—Context Effect, \*Sequential Contiguity, \*Social Interaction

This study was designed to provide a detailed description of toddlers' social interactions in day care settings and to identify variables that promote positive encounters among children. Twenty-four toddlers, ranging in age from 17 to 28 months, were each observed for approximately 4 hours during regular center activities. Across all center settings, positive contact among children was more frequent than negative contact. Children exhibited both positive and negative social behavior most often during play with large equipment. Transition between ac-

tivities also was associated with higher levels of negative contact. During activities with high levels of adult verbal involvement, children had reduced frequencies of vocalization to peers. Sequential analysis of specific social responses showed that peer-directed behavior was less likely to occur after a child had been in social contact with adult caregivers but was more likely to occur after a previous interchange with peers. Children frequently maintained the ongoing quality of an interaction, reciprocating the positive or negative tone of the previous behaviors. Probability of adult social response to a child decreased after that child had exhibited positive peer-directed behavior but increased after negative social behavior. (Author/RH)

ED 253 321 PS 014 852

McDonald, Peter F.  
**Can the Family Survive? Discussion Paper Number 11.**

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-871817

Pub Date—84

Note—22p; Reprint of an article that appeared in Australian Society, v2 n11 p3-8 Dec 1983.

Available from—Editor, Institute of Family Studies,

766 Elizabeth Street, Melbourne, Victoria 3000, Australia (\$1.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Birth Rate, Demography, \*Divorce,

\*Family (Sociological Unit), \*Family Characteristics,

\*Family Size, Family Structure, Foreign Countries, Futures (of Society), Marital Satisfaction,

\*Marriage, Nuclear Family, One Parent Family, Population Trends, \*Social Change, Social Indicators, Statistical Data

Identifiers—\*Australia

The Australian 1981 Census results show that the conventional nuclear family is still by far the most prominent family form in Australia. However, since the first family statistics were collected in 1966, other family forms and nonfamily living arrangements have been increasing. This paper examines changes in factors determining family structure and discusses the changing nature of Australian families. After a brief discussion of precursors of change (such as increased education for girls, removal of restrictions on the employment of women, the development of birth control devices, rising divorce rates, and increased individualism), marriage in the 1970's and 1980's is discussed. Topics also receiving attention are the decline in fertility from 1971 to 1981 and the increase in divorces in the 1970's. Concluding remarks suggest that, while marriage and family are losing their significance in the public sphere, they are taking on a far greater relevance in the private realm. In addition, it is asserted that the real needs of people are not met or even recognized by those who cry that the family is disappearing or by those who advocate that it should disappear. (RH)

ED 253 322 PS 014 858

Ochiltree, Gay  
**Changing Families, Changing Schools: Parent Involvement in Schools. Discussion Paper Number 12.**

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-86948-0

Pub Date—84

Note—45p; Paper presented at the International Seminar on "The Educational Role of the Family" (Japan, October 25-30, 1983).

Available from—Institute of Family Studies, 766

Elizabeth Street, Melbourne, Victoria 3000, Australia (\$1.50).

Pub Type—Information Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, \*Educational Change,

\*Family (Sociological Unit), Foreign Countries, History, Institutional Characteristics, \*Parent Participation, Parent Role, \*Parent School Relationship, \*Social Change, Social Characteristics,

State Legislation, State of the Art Reviews, Teacher Role

Identifiers—\*Australia, Australia (Victoria)

This paper gives a brief overview of the changing relationship between school and family in Australia. Discussion first concerns major changes that have occurred in Australian families, particularly in the period since World War II. Next explored are the many forms of school and family relationships.

These range from informal get-togethers to the formal requirement that parents should have a part in the decision-making processes of schools. A distinction is made between parent participation (in which parents have the right to make decisions regarding the education of their children in partnership with professionals) and parent involvement (in which parents' and teachers' mutual interests in children are interwoven, but there is less concern with power and rights). In subsequent commentary, attention is given to the situation in Victoria, Australia—a state in the process of legislating for closer working relationships between parents and schools through local school councils. Objections to parent participation in the decision-making process and beneficial results of such participation are both specifically discussed. Concluding remarks concern the new role of teachers and schools in communities with active parent participation; in particular, these new roles are discussed in terms of teacher training and liaison with social services and in terms of relationships with children whose parents prefer old patterns of involvement. (CB)

ED 253 323 PS 014 860

Miller, Lucy Jane Linder, Toni W.  
**Development and Standardization of the Miller Assessment for Preschoolers.**

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—[82]

Grant—MC-R-240441-01-0

Note—28p; Also sponsored by a grant from the American Occupational Therapy Foundation.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Predictive Validity, Preschool Children, Preschool Education, Scoring, \*Screening Tests, \*Test Construction, \*Test Reliability, Test Validity

Identifiers—\*Developmental Delays, \*Miller Assessment for Preschoolers

The Miller Assessment for Preschoolers (MAP) is a new developmental screening tool for children aged 2 years 9 months to 5 years 8 months. The instrument, which has been standardized on 1,200 subjects representing nine geographic regions, identifies children who are functioning below the developmental level of their peers. The sampling method was rigorous, and the results closely parallel United States Census Bureau statistics. The reliability is well within acceptable professional standards. Preliminary validity studies demonstrate strong content and construct validity. When predictive validity studies are completed, information concerning the ability of this test to identify children at risk for future school problems will be available. At present, the MAP is one of the few nationally standardized instruments available that identifies the full spectrum of severe-to-mild delays in preschoolers. It is unique in that it allows both screening conclusions and supplemental observations, which are important for providing appropriate intervention strategies. As services for young handicapped children increase, the need for a discrete tool such as this instrument will also increase. (Author/RH)

ED 253 324 PS 014 861

Carlson, Helen L.  
**Using Primary Source Materials at Different Developmental Stages.**

Pub Date—Nov 84

Note—12p; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 18, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cultural Activities, \*Developmental Stages, Elementary Education, Elementary School Students, Guidelines, Preschool Children, Preschool Education, \*Primary Sources, \*Resource Materials, Social History, \*Young Children

Identifiers—Housework

If used carefully and with appropriate developmental expectations, primary source materials can assist children as they construct knowledge related to change and continuity. A study demonstrating this conclusion observed, videotaped, and photographed children at different stages of development as they played with specific primary source materials related to the theme "technology in the home." Children at the sensorimotor period played with washboards, tubs, and old clothes. Children at the

preoperational level played with an old wringer, a copper boiler tub, and replications of a modern washer and dryer. Children at the concrete operational period studied photographs from 1900 to 1920 depicting familiar household chores. At each stage of development, different facts or evidence, conclusions or inferences, and generalizations emerged. Facts and evidence at the sensorimotor period included experiences with wet and dry, bumpy and smooth. Conclusions at this early level of development involved object identity and continuity. At the preoperational period, facts encompassed ideas about how machines worked and about physical characteristics of materials. Children concluded that clothes may be washed in different ways; their generalization stated that people washed clothes differently long ago. Facts at the concrete operational level included statements concerning the physical work required to iron, get water, sweep floors, and sew. Children at this level inferred that, although basic household tasks remained the same, completion of tasks in the past required more muscle power. A generalization within the capacity of children at the level of concrete operations would indicate that technology has changed the ways in which household chores are done. (RH)

ED 253 325 PS 014 863

Herr, Twila A. J., Ed.

**The Aboriginal Motif in Children's Literature.**  
Proceedings of a National Seminar Held at the University of Tasmania, Tasmania, Australia, September 25-27, 1981.

Report No.—ISBN-0-85901-203-4

Pub Date—Sep 81

Note—110p.

Available from—School of Librarianship, University of Tasmania, G.P.O. Box 252C, Hobart, Tasmania 7001, Australia (\$6.50 in Australian funds).

Pub Type—Collected Works - Proceedings (021)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Authors, \*Children's Literature, \*Cultural Awareness, Cultural Images, Film Production, Foreign Countries, Literary Criticism, \*Motifs, \*Racial Bias, Seminars, \*Tribes  
Identifiers—\*Aboriginal People, \*Australia

This seminar on the Aboriginal motif in children's literature was opened by critic Walter McVitty with a paper entitled "The Presentation of Australian Aborigines and Their Culture in Children's Literature: A Brief Overview." In "Some Thoughts on the Aborigine as Presented in Children's Literature," Queensland author Bill Scott stressed the need for authors to understand the true nature of Aboriginal culture. Victoria children's literature consultant Margaret Dunkle assessed the changing, and generally improving, treatment of the Aborigine in children's literature. John Honey, Director of the Tasmanian Film Corporation, discussed the film "Manganinnie." His contribution pointed out problems of translating a children's book into an accurate, sympathetic, and effective screen portrayal of Tasmanian Aboriginal culture. Honey's address was highlighted by Beth Roberts, who authored the book on which the film was based. In "On Writing for Children: The Aboriginal Motif," Rosalind Langford of the Tasmanian Aboriginal Center voiced her concern that negative social conditioning has already occurred due to biased and incorrect materials presently used in schools and on the shelves in libraries. Finally, Jim Everett, in "Why Aborigines Should Be Writing for Children," reacts to European dominance in the writing, publishing, and selecting of children's literature in Australia and urges Aborigines to write for children so that the Aboriginal story can be told from an indigenous perspective. (RH)

ED 253 326 PS 014 865

**Women and Their Children: Descent into Poverty.**

A Report by the Illinois Commission on the Status of Women Based on Its February 23, 1984 Hearing.

Illinois Commission on the Status of Women, Springfield.

Pub Date—84

Note—90p.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Adults, Blacks, \*Children, Day Care, Early Parenthood, \*Economic Factors, Employment Patterns, Employment Practices, Family Planning, Females, Hispanic Americans, Job Training, Low Income Groups,

Minority Groups, \*Mothers, Older Adults, \*Poverty, Social Services, Statistics, Unwed Mothers, Welfare Services

Identifiers—Aid to Families with Dependent Children, Child Support, \*Illinois, Self Sufficiency

The rapid impoverishment of women and their children has serious implications for the American family and for the nation. This report includes testimony before the Illinois Commission on the Status of Women from national and state representatives of women's organizations, social services agencies, advocacy groups, and civil rights organizations. A summary of the results of these groups' research includes statistics describing the trend toward the feminization of poverty, a discussion of the causes of women's poverty (which are fundamentally different from those associated with men's poverty), and a description of the effects of this poverty in terms of the physical and psychological health of both women and children. Next presented are recommendations of the commission for reducing the number of women who descend into poverty and strategies to implement these recommendations. Specifically, recommendations concern increasing the availability of adequate and affordable child care, enforcing child support orders, including education aimed at self-sufficiency in programs that assist women, increasing primary sector employment and training for women, ensuring equal access to society's benefits, and improving public assistance programs. Lengthy appendices include all oral and written testimony. (CB)

ED 253 327 PS 014 869

Williams, David L., Jr.

**Parent Involvement in Education: What a Survey Reveals.**

Southwest Educational Development Lab., Austin, Tex.

Pub Date—Oct 84

Note—12p.; Paper presented at the National Coalition of Title I Chapter I Parents' Annual In-Service Training Conference (11th, Crystal City, VA, October 10-13, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Attitudes, \*Attitudes, Boards of Education, Decision Making, \*Elementary Education, \*Parent Attitudes, \*Parent Participation, Parent Role, Principals, Questionnaires, Regional Attitudes, State Government, Superintendents, Surveys, \*Teacher Attitudes, Teacher Education, Teacher Educators  
Identifiers—\*United States (Southwest)

The Parent Involvement in Education Project, a research project sponsored by Southwest Educational Development Laboratory, is based on the tenet that to improve the quality of our public schools, parents and educators must develop a more collaborative relationship. In order to help determine the prospects for bringing about such a relationship, a written questionnaire was mailed to parents, teacher educators, teachers, principals, school superintendents, school board presidents, and state education agency officials in six southwestern states. Focusing on elementary education, major dimensions of each survey were as follows: (1) general attitudes about parent involvement; (2) parent involvement in school decision making; (3) parent involvement roles; (4) current parent involvement practices; and (5) parent involvement as part of teacher training. Teacher educators, teachers, and principals were asked about the usefulness of parent involvement along these dimensions. Parents were queried about their interest in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to such parent involvement. Results were reported in terms of both patterns of responses to questionnaire items and comparisons among groups. It was concluded that parent involvement is acceptable to most parents and educators, but that educators and parents have distinctly different views about certain aspects of parent involvement. (CB)

ED 253 328 PS 014 875

Marzano, Robert J., And Others

**A Study of Selected School Effectiveness Variables: Some Correlates That Are Not Causes.**

Pub Date—84

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Class-

room Techniques, Educational Improvement, Elementary Education, Elementary School Students, \*Elementary School Teachers, Grade 1, Grade 2, Grade 3, Grade 4, \*Inservice Teacher Education, Kindergarten, Naturalistic Observation, Problem Solving, Rural Education, \*School Effectiveness, Student Motivation, \*Teacher Behavior, Time Management, Time on Task

Do variables identified as existing within effective school models relate causally to student achievement? A study attempted to answer this question by manipulating selected school effectiveness variables and teacher behavior and by examining the effects of that manipulation on student achievement. Over a 1-year period, 10 kindergarten through fourth grade teachers from 2 small rural elementary schools received 20 days of training in the theory and implementation of 8 school effectiveness variables. Ethnographic observational techniques conducted before and after training established that some positive changes occurred in school climate and that teachers used less time than they had used previously in managerial activities and more time explaining the goals for lessons and activities. Teachers also used more managerial and motivational techniques. Observations and classwork for the teachers' 141 students showed that, following teacher training, students had less allocated time for reading and math but that they were more engaged and more successful in classwork. A decrease in math and reading achievement was indicated on standardized tests. It was suggested that participating teachers' emphasis on systematizing instruction and simplifying content had the effect of increasing academic learning time, as it is currently defined, but that these changes did not help students acquire independent thinking and problem solving skills—skills necessary for performing well on standardized achievement tests. (CB)

ED 253 329 PS 014 881

Dixon, John Stratta, Leslie

**Student Enterprises with Personal and Social Value. Series B: Writing 14 to 18, Discussion Booklet 3.**

Pennsylvania Governor's Private Sector Initiatives Task Force, Harrisburg. Office of Human Resources Committee of the Cabinet.

Pub Date—84

Note—31p.

Available from—Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton, SO9 4YL, England (35 pence, post free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Innovation, Elementary Secondary Education, \*Entrepreneurship, \*Experiential Learning, Foreign Countries, Guidelines, Student Experience, \*Student Products, \*Teaching Methods, \*Writing Exercises, Writing Skills  
Identifiers—\*England

Addressed to classroom teachers, this booklet illustrates ways student enterprise projects offer uncommon opportunities for students to write and ultimately produce materials having social value. It is suggested that, for elementary school students, teachers can structure enterprise projects involving play. For example, one teacher invited students to make up rules for a new game, instruct players, report on the process of designing the game, and play and evaluate a game designed by another group. Groups of older students produced a study guide on "Pride and Prejudice" and conducted a survey report for local authorities designed to assess student opinion about potentially dangerous areas of open water. Other older students created a manual on stage lighting for use by future students and wrote articles for a local newspaper. To indicate the ultimate aim of student enterprise project activities, the last example is a university student's brief retrospective account of decisions made in establishing and operating a small business. Concluding remarks specify four phases of project activity for teachers of English to consider in establishing a rationale for and implementing student enterprises. Finally, participants in the Writing Development Group of the Southern Regional Examinations Board, Southampton, England, are listed, and comments on the booklet are invited. (RH)

ED 253 330 PS 014 882

**Early Childhood Services: Physical Resources**

Guide.

Alberta Dept. of Education, Edmonton.

Pub Date—[76]

Note—\$4p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Childhood Needs, \*Day Care Centers, Early Childhood Education, Educational Environment, \*Educational Equipment, \*Educational Facilities Planning, Guidelines, \*Play, \*Playgrounds, Preschool Children, Program Content, \*School Space

Introduced by a parable on the value of children's play, this guidebook includes a list of 10 developmental functions of play, a discussion of matters for consideration in selecting and organizing equipment and facilities for early childhood programs, and a description of indoor and outdoor program resources for children's activities. Various characteristics of children (as individuals and in groups), of programs, and of equipment are pointed out to aid in planning a play area. In addition, 13 guidelines are offered for arranging space and materials in a room. Description of indoor resources focuses on furniture, art, music, dramatic play, block play, manipulative materials, movement experiences, food preparation, woodworking and carpentry, sand and water play, mathematics, science, and language. Description of outdoor resources centers on providing a hill, sand, water, swings, a climbing apparatus, playhouses, blocks, loose materials, a gardening area, animals, a group activity area, a wheel toy area, a quiet place, and a natural area. Questions to consider in planning an outdoor play area are offered. In conclusion, print and nonprint resource materials are listed. (RH)

ED 253 331

PS 014 887

Hammonds, Karl E.

Your Child and Good Health: Six Topics in Urban Preventive Child Health.

Pub Date—Nov 84

Note—36p.

Available from—Progressive Health Associates, 4317 Varnum Place, N.E., Suite LL-100, Washington, DC 20017 (\$5.00; over 25 copies, \$3.00 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Air Pollution, \*Anemia, Children, Environmental Influences, Family Health, \*Health Education, Health Materials, \*Hyperactivity, \*Lead Poisoning, Medical Evaluation, Mental Health, Nutrition, Physical Health, Prevention, \*Television Viewing, \*Urban Youth, Violence

Identifiers—\*Menstruation

This booklet is the first in a series providing practical information about major issues in the promotion of child health. Discussion is grouped into four parts. The first part, on health maintenance, discusses the features and significance of good check-ups and addresses the need for parents to discuss menstruation as a normal, healthy part of becoming a woman. Dealing with nutrition, the second part explains the causes, effects, and prevention of iron deficiency anemia. The third part, on mental health, describes hyperactivity, providing a four-question test for evidence of hyperactivity and discussing treatment priorities. Television violence is also discussed, and 10 tips to maximize the benefits of television viewing are included. The fourth part, on the environment, identifies the sources of excess lead in urban areas, describing the signs and effects of lead poisoning and suggesting preventive measures. A brief concluding note stresses the importance of preventive health care for children. (AS)

ED 253 332

PS 014 888

Hennart, Philippe And Others

The Ongoing Evaluation of Protein-Energy Malnutrition.

International Children's Centre, Paris (France).

Pub Date—84

Note—101p.

Available from—Children in the Tropics, Centre International de l'Enfance, Chateau de Longchamp, Bois de Boulogne, 75016, Paris, France (\$4.00, or 20 French Francs).

Journal Cit—Children in the Tropics; No. 149-150, 1984.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Body Height, Body Weight, Children, Environmental Influences, \*Evaluation Methods, \*Family Health, Family Influence, Females, Foreign Countries, \*Individual Needs, \*Medical Evaluation, Medical Research, Neonates, \*Nutri-

tion, Pregnancy, \*Public Health

Identifiers—Breastfeeding, Lactation, Protein Deficiency, \*Tropics, Zaire

This report describes an approach for the evaluation of nutritional status implemented by the CEMUBAC medical mission to Zaire. Introductory remarks provide a brief, general discussion of the evaluation of individual, familial, and community nutritional status, as well as the evaluation of nutritional status and priorities. Section I focuses on the description of the nutritional status of various population groups. After a brief reminder concerning the difference between relative and true malnutrition, the discussion outlines indicators of protein-energy nutritional status. Indicators are drawn from anthropometry, clinical observations, and biochemical findings. Several illustrations of each general category of indicator are provided and are discussed with regard to criteria such as age, sex, time, and place. Subsequent discussion focuses on considerations in determining the nutritional status of the most important special groups (women, lactating women, and newborn children). Again, illustrations of nutritional status evaluation are provided. Section II discusses decisive factors in collective protein-energy nutritional status. Supplemented by several examples, the discussion focuses on personal, familial, and environmental factors. Section III describes and illustrates the analytical approach, specifically: (1) analysis of the relative seriousness of the different forms of protein-energy malnutrition, and (2) analysis of different factors that may influence the nutritional status of population groups. Respectively, sections IV, V, and VI very briefly discuss the methodology of data collection, the methodology of data analysis, and the evaluation of health actions conducted by medical units. (RH)

ED 253 333

PS 014 889

Dryden, Beverly J.

Grade Level Six Weeks Planning: A Must for Elementary Teachers.

Pub Date—83

Note—9p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Coordination, \*Curriculum Development, \*Educational Cooperation, Educational Innovation, Elementary Education, \*Elementary School Teachers, \*Leadership, \*Parent School Relationship, Program Descriptions, \*Released Time

This paper identifies barriers to grade level curriculum planning by teachers at Gwin Oaks Elementary School, Lawrenceville, Georgia, and discusses steps in implementing a program in which classroom teachers in groups worked to solve educational problems. Obstacles limiting teacher involvement in decision-making were (1) too little time for teachers to discuss numerous school matters; (2) absence of leadership at each grade level; (3) lack of communication with parents about what was being taught; and (4) lack of ability to coordinate planning by support staff with planning by classroom teachers. These problems were addressed directly in an intervention program. Teachers at each grade level were given an afternoon of release time every 6 weeks. Each group elected a chairperson to lead planning activities and, during planning sessions, wrote a letter to parents explaining the subject areas to be presented to and learned by their children. Teachers also suggested ways parents could help their children learn at home. Additionally, support staff (art, music, and physical education teachers; a media specialist; and a counselor) coordinated activities with each curriculum group's plan. (RH)

ED 253 334

PS 014 891

Partners in Education: Principles for a New School Act.

Alberta Dept. of Education, Edmonton.

Pub Date—11 Jan 85

Note—49p.; Prepared by the Policy Advisory Committee for the School Act Review.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Boards of Education, Community Involvement, Educational Cooperation, \*Educational Objectives, \*Elementary Secondary Education, \*Evaluation, Financial Support, Parent Role, Principals, Private Schools, Public

Schools, \*School Administration, \*State Action, \*State Legislation, Student Role, Superintendents, Teacher Role

Identifiers—\*Alberta

Data for this review of Alberta, Canada's School Act by the Policy Advisory Committee for the School Act Review, included 200 written submissions from members of the public, community groups, and educational groups; oral presentations by 23 groups; discussion by committee members and others at 20 locations within Alberta; and the results of a Gallup Poll. The paper is divided into four parts: (1) the purpose of education and the role of the schools; (2) the governance of education (the roles of the province and school boards); (3) the community (the roles of students, parents, and the community); and (4) the delivery of education (the roles of superintendents, principals, and teachers). Sections within each part are introduced by a discussion summarizing submissions by community groups, research findings, the relationship of the committee's recommendations to other educational initiatives, and the legal basis for principles recommended for a new school act. This discussion is followed by broad role statements for each individual or group within the system. Next described are principles relating to each role and implications of adopting a particular principle. These principles are intended to prompt public debate and to act as a screen through which legislative proposals will be developed. Appendices include discussions of the goals of basic education in Alberta, categorization of private schools, and a management and finance plan. (CB)

ED 253 335

PS 014 893

Rickaby, Geoff

The Detached or Insured Child. Unit for Child

Studies Selected Papers Number 31.

New South Wales Univ., Kensington (Australia).

School of Education.

Pub Date—84

Note—10p.; For related documents, see ED 204 029-037, ED 212 382-390, ED 250 087-098, and PS 014 894-898. Paper based on seminar presented at the Unit for Child Studies (3rd, Kensington, Australia, April 1984).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, \*Attachment Behavior, Child Caregivers, Child Rearing, \*Emotional Development, \*Emotional Problems, Emotional Response, Foreign Countries, Foster Care, Infants, Mothers, \*Parent Child Relationship, Psychopathology, Separation Anxiety, Toddlers, Withdrawal (Psychology)

The normal, biologically adaptive development of attachment between the human infant under 3 years of age and mother/caregivers contrasts with the Anglo-Saxon cultural belief that babies should be accustomed to unpleasantness. Separation of hospitalized children from their mothers, as frequently done in the past, has resulted in psychological damage to the children. Such damage displays three sequential aspects: protest; despair; and, finally, emotional detachment. "Damaged" behaviors that an insecurely attached child may exhibit include anxious attachment, compensatory behavior, superficiality in relationships, regression and testing behaviors, and schizoid psychopathology. The extent of separation influences the extent to which detachment becomes a psychological state. Reattachments and trust-of-others may be superficial, covering a very brittle, despairing personality. It often may be the case that, despite immaturity, the 7-, 8- or 9-year-old detached child may decide to take charge of his or her own life due to inability to trust an adult. In contrast, the securely attached, normally developing child moves at around the fourth year from the emphasis on psychological attachment toward exploratory behaviors and learning to interact with other children. The child who learns by gradual separation tends to be less vulnerable to damage and more able to maintain the trusting aspect of personality and to be emotionally intimate. (RH)

ED 253 336

PS 014 894

Wright-Boycott, Noel

Talking to Infants and Toddlers. Unit for Child

Studies Selected Papers Number 32.

New South Wales Univ., Kensington (Australia).

School of Education.

Pub Date—84

Note—12p.; For related documents, see PS 014 893. Paper based on seminar presented at Unit for



Child Studies (Kensington, Australia, May 1984).  
 Pub Type—Opinion Papers (120)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Child Language, Foreign Countries, Guidelines, Infants, \*Language Acquisition, Parent-Child Relationship, \*Parent Role, Resource Materials, Theories, Toddlers, \*Verbal Communication, \*Verbal Development  
 Identifiers—Conversation

This paper provides a brief outline of some of the constituents of speech, language, and universal stages of the development of talking in children up to the age of 2 1/2 years. Mention is made of theories put forward to account for universal aspects of speech and language development; recent research into the way adults talk to very small children is discussed. Additionally, suggestions are made on how to encourage and promote speech development in babies and toddlers. Suggestions are given for stimulating the speech of children at three stages of language development: pre-speech, first words, and first sentences. The last section of the paper lists books, pamphlets, and tapes considered useful in encouraging talking behavior. (RH)

ED 253 337 PS 014 895

*Remov, Emilia*  
 Separated Families and Children Who Refuse Access to a Parent. Unit for Child Studies Selected Papers Number 33.  
 New South Wales Univ., Kensington (Australia). School of Education.  
 Pub Date—84  
 Note—22p; For related documents, see PS 014 893.

Pub Type—Reports - Research (143) - Information Analyses (070)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Childhood Attitudes, Children, Court Litigation, Demography, \*Divorce, Family Counseling, \*Family Problems, Foreign Countries, Literature Reviews, Parent Attitudes, \*Parent-Child Relationship, Preadolescents, Sex Differences, Siblings  
 Identifiers—\*Australia, Context Effect, Situational Variables, \*Visitation Rights

On the whole, professionals agree that there is an advantage in both parents having access to the child or children after separation. This paper provides (1) an overview of the controversy over the value of such access; (2) a description of various contexts of access disputes and perspectives involved in the assessment of access situations; (3) a literature review on the relationship between marital turmoil and children's problems; (4) a discussion emphasizing the importance of the child's perspective on access problems; and (5) a report of a study of 25 cases of children during late latency and early adolescence who refused to go on access visits. The study was made with a view toward identifying demographic and contextual correlates of such refusals in order to improve counseling assessment and intervention. (RH)

ED 253 338 PS 014 896

*Wilson, G. C.*  
 Alcoholism and the Family. Unit for Child Studies Selected Papers Number 34.  
 New South Wales Univ., Kensington (Australia). School of Education.  
 Pub Date—84  
 Note—12p; For related documents, see PS 014 893. Paper based on seminar presented at the Unit for Child Studies (Kensington, Australia, May 1984).

Pub Type—Opinion Papers (120)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Alcoholism, Attitude Change, \*Clinical Diagnosis, Community Problems, Drug Rehabilitation, Family Influence, \*Family Problems, Foreign Countries, Intervention, Medical Services, \*Physical Health, \*Psychological Patterns

Identifiers—\*Australia, Defense Mechanisms  
 Alcoholism, and particularly alcoholism in the family, is an unsolved medical and social problem. Addictive drinking results in several social and psychological problems, most of which are caused by a change in brain function. Excessive drinking of alcoholic beverages operates as a stressor and produces alkaloids at the base of the brain that are closely related, chemically, to morphine. Not only a sedative, alcohol also has a stimulating effect on the brain. The difference in the duration of sedative and stimulating effects promotes continual drinking by alcoholics, who are not prepared to allow the

stimulation to decline on its own. Such excessive drinking is one element of the diagnosis of alcoholism; other elements are problems arising from that drinking and compulsion to continue. The sequence of events in withdrawal is fairly regular, and the alcohol withdrawal episode is largely over after approximately 3 days. Psychological defenses of alcoholics and their families such as denial are numerous and must be relinquished for intervention to be effective. Phases in the development of alcoholism are evident, as are patterns in the behavior of the alcoholic's spouse and children. Alcoholism is not symptomatic of an underlying psychiatric disorder but causes problems in the patient's total environment, including his or her personal health. The problem of alcoholism demands that legal and medical professionals modify their attitudes. Recently, significant progress in understanding the disease has been made in public hospitals and universities. (RH)

ED 253 339 PS 014 897

*Maron, Chris*  
 Children's Literature: Choice and Influence. Unit for Child Studies Selected Papers Number 35.  
 New South Wales Univ., Kensington (Australia). School of Education.  
 Pub Date—84  
 Note—17p; For related documents, see ED 204 029-037, ED 212 382-390, ED 250 087-098, and PS 014 893-898. Paper based on seminar presented at the Unit for Child Studies (Kensington, Australia, May 1984).

Pub Type—Opinion Papers (120) - Guides - Non-Classroom (055)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—Childhood Attitudes, Childhood Needs, \*Children's Literature, \*Comics (Publications), Criteria, \*Fantasy, Foreign Countries, Guidelines, \*Picture Books, \*Reading Materials, Resource Materials  
 Identifiers—Australia

This discussion provides parents with guidelines for selecting appropriate literature for children. Initially and briefly explored is the issue of the value of literature written specifically for children. Subsequent discussion explores aspects of picture books, fairy stories, beginning readers, comics, and children's books. Drawing on research by Weitzman, Eifler, Hokada, and Ross (1972), commentary on picture books emphasizes the surprising extent to which these first books for children are biased according to sex. The discussion of fairy stories relies heavily on Bettelheim's (1976) "The Use of Enchantment: The Magic and Importance of Fairy Tales." It is recommended that fairy stories be allowed to have their unconscious effects and that adults not impose interpretations. It is also suggested that the true "characters" of beginning readers are consonants, vowels, and diphthongs; supplemental stories are recommended. Discussion of comics focuses on their unworthiness for encouraging serious attention and on ways their paucity of content and effects can be brought to the attention of young readers. The discussion of children's books offers general guidelines for selection. In particular, various criticisms of certain children's books are reported, and a list of desirable features from both adults' and children's perspectives is provided. Finally, the document includes brief analyses of three children's stories, a list of recommended stories, and a guide for selecting children's literature and other reading material. (RH)

ED 253 340 PS 014 898

*Rickaby, Geoff*  
 Adolescent's Separation from Their Families. Unit for Child Studies Selected Papers Number 36.  
 New South Wales Univ., Kensington (Australia). School of Education.  
 Pub Date—84  
 Note—18p; For related documents, see ED 204 029-037, ED 212 382-390, ED 250 087-098, and PS 014 893-897. Paper based on seminar presented at the Unit for Child Studies (Kensington, Australia, August 1984).

Pub Type—Opinion Papers (120)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Adolescents, Depression (Psychology), \*Family Influence, \*Family Problems, \*Family Relationship, Family Role, Intellectual Development, \*Parent-Child Relationship, Stress Variables, Student School Relationship  
 Identifiers—Defense Mechanisms, \*Family Systems Theory

Based on the family systems approach to therapeutic intervention, the first part of this paper devel-

ops themes of adolescent development in family contexts. Specific attention is given to adolescents' relationships with their parents, their role in the family, the way in which they develop within this role, and the ways such development affects them in relation to society as a whole. In subsequent discussion, emphasis shifts to situations resulting in unusual, irregular adolescent development. Particular attention is given to adolescents who have difficulty in separating from their families, who separate in destructive ways, or who develop deviant social roles. Overall, themes are developed as they relate to atypical families. The terminology of "normal" and "abnormal" is avoided on the grounds that it implies an invalid way of looking at adolescent development and the various themes that emerge in this process. In addition, personal identity is viewed as exhibiting both individual characteristics and the social function of control. Processes of "delegation" and "binding" of adolescents in family contexts are described and illustrated. In conclusion, common causes of adolescent depression and the nature and concomitants of the defense mechanism of "acting out" are delineated. (RH)

ED 253 341 PS 014 900

*Pegnator, Linda A.*  
 Integration of SPH Students with Non-Handicapped Peers at Pine Ridge Center.  
 Pub Date—84  
 Note—60p; Practicum Report, Nova University, 1984.

Pub Type—Dissertations/Theses - Practicum Papers (043) - Reports - Descriptive (141)  
 EDRS Price - MF01/PC03 Plus Postage.  
 Descriptors—Exceptional Persons, Grade 3, \*Mainstreaming, Multiple Disabilities, \*Peer Teaching, Primary Education, Questionnaires, \*Severe Disabilities, \*Severe Mental Retardation, Special Education, Special Education Teachers, Young Children

A 9-week practicum was designed to integrate severely/profoundly handicapped (SPH) students with third-grade nonhandicapped peer tutors in Broward County, Florida. Additional Objectives were to promote greater understanding of handicaps by nonhandicapped peer tutors and to increase awareness by SPH teachers of the importance of interactions between handicapped and nonhandicapped children. Using a fixed-time ratio, observers gathered baseline data on SPH students by documenting 5 minutes of eye contact and/or interaction with an object. Baseline data on interaction of SPH students with teachers was also obtained. At the beginning and end of the practicum, peer tutors and SPH teachers responded to a questionnaire regarding their attitudes toward SPH students and toward integrating SPH students with nonhandicapped peers. During the practicum, each nonhandicapped peer tutor worked with three SPH students every day. Data were collected on SPH students' eye contact and/or interaction with an object, as well as on interaction with the peer tutor. Results revealed that SPH students showed progress in programming during the time the nonhandicapped peer tutors worked with them. Both SPH teachers and nonhandicapped peer tutors showed more awareness and acceptance of SPH students at the conclusion of the project than they did at the beginning. (Appendices include questionnaires and descriptions of individual SPH students' performances.) (AS)

ED 253 342 PS 014 901

*Obiakor, Festus E.*  
 The Universal Primary Education Program in Nigeria: Revisited.  
 Pub Date—[83]  
 Note—14p.  
 Pub Type—Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—Access to Education, \*Developing Nations, Educational Administration, \*Educational Assessment, Educational Development, Educational Needs, \*Educational Planning, Equal Education, Foreign Countries, \*National Programs, \*Primary Education, Program Evaluation

Identifiers—\*Nigeria  
 Following a discussion of contrasts between developed and developing countries, this paper describes problems encountered by the Universal Primary Education program, a project in Nigeria designed to promote literacy and eradicate superstition and ignorance. Specifically, the following problems are described in the light of rural, tradi-

tional perspectives: neglect of agro-based industries, poor incentives for teachers, little consideration for staffing and equipment for rural schools, and little emphasis on vocational education. Opposition by traditional and religious leaders was also found to be problematic. Restructuring the Nigerian educational system, greater incentives for teachers, adequate planning, emphasis on vocational and career education, and increasing educational facilities are some of the solutions suggested. (AS)

ED 253 343 PS 014 902

Potat, G. Michael. Ironsmith, Marsha.  
*The Modification of Children's Social Competence:  
Issues in Applied Research.*

Pub Date—[83]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, Aggression, \*Behavior Modification, \*Children, \*Cognitive Restructuring, \*Interpersonal Competence, Peer Relationship, Preschool Children, \*Research Problems, Social Behavior, Social Isolation  
Identifiers—Coaching, Popularity, Rehearsal Strategies

This paper reviews critical issues in the assessment and modification of children's social competence and reports on preliminary data collected in a longitudinal study of children's social behavior. A number of unanswered applied research questions concerning assessment and modification of social competence are noted: (1) Specific behaviors of socially competent and socially incompetent children have not been clearly differentiated; (2) The predictive validity of sociometric status in young children and rating scales used with preschoolers has not been established; (3) Little experimental evidence exists for generalization from treatment setting to natural environment, and data indicate that the analogue test has little or no validity; and (4) The process by which children become differentiated as socially effective or ineffective has not been adequately described. In an attempt to address some of these issues, a longitudinal study attempted to predict which children would exhibit social problems when entering public school from observations of their behavior during the early preschool years. Subjects consisted of all 40 children enrolled in classrooms for 3- and 4-year-olds at three day care centers. Primary data were collected according to a 22-category behavioral observation code. Results of the first year of observation indicated that children exhibited a relatively low frequency of interaction and a correspondingly high percentage of time spent in solitary play during preschool. Several children who appear to be socially popular are being studied to identify factors involved in their apparent social success. (Three tables present data and provide examples of commercially published curriculum programs for training social skills.) (RH)

ED 253 344 PS 014 904

Michael, Gerald Y.  
*Toward a Multi-Component Developmental Model  
of Parent Empathy.*

Pub Date—84

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attachment Behavior, Behavior Theories, Children, Emotional Development, \*Emotional Response, \*Empathy, \*Models, \*Parent Child Relationship, Parents

This paper explores important conceptual issues that confront researchers who wish to study the role of empathy in parent-child interaction. Part I reviews the major existing theories of parent empathy offered by the psychoanalytic-object relations and the client-centered schools of thought. In Part II, a new processing model derived from the general area of empathy research is proposed as a vehicle for concretizing existing theoretical frameworks. This four-stage sequential process includes (1) an affective perception phase, in which the parent attends to and perceives overt behavioral cues indicative of the child's affective experience; (2) an affective reverberation phase, in which the parent vicariously shares the child's emotional experience; (3) a cognitive processing phase, in which the parent detaches from and interprets this last feeling; and (4) a communicative phase, in which the parent provides

feedback to the child that his or her feelings have been noticed, shared, and understood. While this model shows some characteristics of other empathic relationships, it is suggested that unique elements of parent empathy indicate the need for specialized study. In part III, three elements unique to parent empathy are discussed in terms of research needs and empathy training. These are the child's long term dependent relationship with the parent, the existence of a naturally emerging motivation for the parent to be empathic, and the developmental nature of parent-child empathy. (CB)

ED 253 345 PS 014 906

King, Marian J.  
*"Ready or Not, Here They Come": A Sourcebook  
on Developmental Readiness for Parents, Teachers,  
and School Boards.*

Pub Date—84

Note—110p.; Master's Thesis, California State University at Fresno

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Age Grade Placement, Annotated Bibliographies, Cognitive Development, \*Elementary School Students, \*Grade Repetition, \*Kindergarten Children, Literature Reviews, Maturity (Individuals), Parent Materials, Primary Education, School Entrance Age, \*School Readiness, School Readiness Tests, Social Development, Student Development, Student Placement Identifiers—\*Developmental Readiness

This review discusses the literature on developmental readiness for school. Specifically included are annotations of articles on the following topics: academic failure and grade retention, failure and retention for immaturity alone, the concept of developmental readiness, chronological versus developmental age, testing of developmental readiness, procedures to follow when a child's developmental readiness is questioned, the results of "overplacement," and ways to set up a developmental readiness program. The document also includes two sample presentations on developmental readiness, one for parents and teachers and one for school boards. The final section contains a summary of the grade retention studies reviewed and offers conclusions and recommendations. In particular, it is concluded that: (1) chronological age gives no assurance of a child's readiness to undertake schoolwork; (2) children who are delayed in overall maturation can be predicted to fail academically; (3) repeating a school year for reasons of immaturity is a "gift of time" for the child; and (4) developmental readiness screening tests can predict future academic success or failure. Recommendations are given for implementing school retention policies, changing the age for school admission, instituting transitional pre-kindergarten or pre-first-grade classes, and informing educators and the community of the developmental readiness literature. Directions for future research are also proposed. (CB)

ED 253 346 PS 014 908

Dunham, R. M. Williams, S.  
*Social Class Differences and Their Susceptibility  
to Change: Early Age Intervention Effects on  
Family Interaction.*

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Childhood Attitudes, Discipline, Early Childhood Education, Family Environment, \*Family Involvement, \*Family Programs, Fathers, Federal Programs, Followup Studies, \*Interpersonal Communication, Intervention, Interviews, Longitudinal Studies, Lower Class, Middle Class, Mother Attitudes, Mothers, \*Parent Child Relationship, Parent Participation, Parent Role, \*Social Differences, Socioeconomic Status, \*Young Children

Identifiers—\*Project Know How

Project Know-How, a small intensive early childhood intervention program, stresses family involvement in attempting to maximize the development of children. Three main components are involved: a preschool program, a mothers' program, and a fathers' program. Project goals are addressed through a three-fold intervention plan involving cooperative counseling, human relations training, and educa-

tional and occupational training. This report, part of a 12-year longitudinal follow-up study of the project, addresses questions relating to the effects of social class differences and early intervention on family interaction. During semistructured home interviews, characteristics of communication between mothers and children were analyzed from mothers' and children's taped responses to hypothetical child-rearing problems. Results indicated that a control group of middle-SES mother-child dyads and an experimental group of low-SES dyads were more active and less punitive than a control group of low-SES dyads. Experimental dyads were found to agree with each other in the discussion of hypothetical situations more often than those in the two control groups. Middle-SES dyads interrupted more frequently during discussion than those in both experimental and control low-SES groups. Results were considered in the context of other research on family environment and the long term effects of early intervention on family interaction characteristics. (Author/AS)

ED 253 347 PS 014 909

Clarke, Jacqueline. And Others.  
*Analysis of Recent Corporal Punishment Cases  
Reported in National Newspapers.*

Pub Date—20 Apr 84

Note—29p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Philadelphia, PA, April 20, 1984).

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Age Differences, Case Studies, \*Child Abuse, \*Corporal Punishment, Correlation, Court Litigation, Elementary School Students, Elementary Secondary Education, Guidelines, Incidence, \*Injuries, Junior High School Students, Medical Services, Newspapers, Parent Attitudes, Private Schools, Public Schools, Punishment, \*School Policy, Secondary School Students, \*Sex Differences, State Legislation

This paper presents examples of types of corporal punishment and a content analysis of newspaper articles since 1977 dealing with corporal punishment in public and nonpublic schools. Examples are used to illustrate types of punishment, paddling injuries, injuries to other parts of the body, special punishments devised by teachers, deaths due to physical punishment, and punishments administered to special education students. The content analysis used 212 reports which contained data on the sex and job position of the educator, the sex and age of the student, the nature of the infraction, and the severity of the punishment. Student infractions were divided into violent and nonviolent categories. Punishments were divided into cases that required medical treatment, cases that resulted in physical injury not requiring medical treatment, and cases thought by parents to be improperly administered. Results indicated differences by sex in the frequency of both meting out and receiving punishment. The incidence of punishment was found to increase up to junior high school, and severity of the punishment was found to be related to sex but not to age or to the violence of the offense. Results are discussed in terms of the educational system and prevailing cultural norms. It is concluded that lawsuits may provide the impetus for the development of more adequate guidelines for the use of corporal punishment. However, the failure of current guidelines to protect children suggests that corporal punishment should be abolished. (CB)

ED 253 348 PS 014 911

Harness, Cindy K.  
*The Ramifications of Grade Retention: An Annotated  
Bibliography of the Literature.*

Pub Date—Jun 84

Note—35p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Academic Standards, Educational History, Elementary Secondary Education, \*Grade Repetition, Literature Reviews, \*Minimum Competency Testing, Remedial Programs, Student Adjustment, \*Student Promotion, Transitional Programs  
Identifiers—Social Promotion

Included in this review of the literature on grade retention are annotations for 13 articles supporting nonpromotion policies, 13 articles refuting nonpromotion policies, and 5 articles arguing that both policies result in undesirable consequences. Articles

are identified as being: (1) original research comparing students retained with students promoted; (2) original research comparing retained students' achievement before and after retention; (3) true experimental designs comparing the achievement of randomly promoted or retained students who were all potential retainees; or (4) nonoriginal research such as literature reviews and summaries of school programs. Results are summarized in the final section. It is concluded that, while social promotion has been a major contributing factor in the graduation of unskilled high school students, most teachers are correct in their reluctance to retain a student in grade. Besides retention's having negative social effects, the student often receives no special help and merely repeats his original bad experience. While funding may be difficult to obtain, minimum standards of achievement should be developed for grade promotions and high school graduation, and remedial bridging programs should be established for students who fall below minimum levels. Special provisions must be made for handicapped children, and extra care must be taken in developing minimum competency tests. (CB)

ED 253 349

PS 014 921

Partridge, Susan

Using Computers with Little Children: A Discussion.

Pub Date—84

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Early Childhood Education, \*Early Experience, \*Educational Environment, \*Educational Quality, \*Microcomputers, Young Children

For several reasons, a growing number of intelligent adults are questioning the use of computers to instruct young children. First, the ability of computers to respond to the expressions (boredom, fatigue, the need for encouragement, etc.) of young children is limited. Second, while computers may train functional, operational, and instrumental thinking, intuition may be neglected. Third, young children exposed to computers may become oblivious to the natural world as they program an imitation world. In addition, computers cannot provide the rich sensory experiences young children need for healthy development. The imagery of computers (flat, two-dimensional, visual, and externally supplied) may negatively affect the young child's capacity to create images. Some behavioral optometrists are certain an epidemic of extreme nearsightedness will result among children who drive themselves to master computers. Computer use involves only three of five senses by which children learn. In view of such limitations and likely consequences, money spent on computers by schools might better be spent on reducing class size and giving teachers inservice help. (RH)

ED 253 350

PS 014 922

Carlson, Helen L.

Becoming and Being a Teen Parent: A Literature Review.

Spons Agency—Minnesota Univ., Minneapolis. Graduate School.

Pub Date—6 Feb 85

Note—25p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Early Parenthood, \*Etiology, Fathers, Literature Reviews, Mothers, \*Parent Child Relationship, \*Parent Role, \*Social Services, Social Support Groups

Identifiers—\*Causal Influences, \*Dyadic Interaction Analysis, Research Trends

The purpose of this report is to give an updated perspective on teenage parents. It is suggested that, from the late 1960's to the early 1980's, thinking about the issue of adolescent parenting has shifted away from viewing teen parents primarily as intrapersonally and interpersonally deficient, from conducting teen-parent studies in a bivariate linear manner, from regarding teen-parent programs only at the micro-level, from studying only the teen mother, and from gathering global measures of development. The discussion focuses on these shifts by examining: (1) causes and effects of teen parenting; (2) programs and support systems designed to meet the needs of adolescent parents; (3) studies focused on the role of the teen father; and (4) research related to in-depth analyses of dyadic interactions between teen parents and their young children. Implications are drawn for those whose role it is to

support adolescent families. To gain information, approximately 300 sources were reviewed. Over 90 percent of these sources either discussed the causes and effects of teen parenting or reviewed programs for adolescent parents. The remaining 10 percent described the role of the teen father and the dyadic interactions between teen parents and their children. Recommendations based on the review are offered. (RH)

ED 253 351

PS 014 937

Child Care Programs in Sweden. Fact Sheets on

Sweden.

Swedish Inst., Stockholm.

Pub Date—Sep 84

Note—5p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, \*Community Responsibility, \*Day Care, Day Care Centers, Early Childhood Education, \*Educational Policy, Family Day Care, Federal Legislation, Foreign Countries, \*Preschool Education, Public Policy Identifiers—\*Sweden

Child care preschool programs in Sweden are a municipal responsibility and include day nurseries, part-time groups, family day nurseries, and leisure centers. According to the Social Services Act of 1982, children with special need of support (physical, mental, social, linguistic, or other needs) are to be given priority in the waiting lists for preschools and leisure centers. Care of children who are temporarily ill is also a municipal responsibility. Underlying the expansion of public child care facilities since the late 19th century is a change in people's views regarding the responsibility of public authorities in guaranteeing a good environment for children. According to the Social Services Act, municipalities are required to plan for the expansion of child care facilities for at least 5 years. According to a Parliamentary decision, full coverage of the demand for day nurseries and family day nurseries is to be achieved gradually within a 10-year period ending no later than 1986. Current public debate in Sweden centers on the contents and quality of child care programs. The structure of child care programs in terms of age categories, staff patterns, working hours, costs, and preschool activities is discussed. (AS)

ED 253 352

PS 014 942

Burke, Janet

The Inevitability of Pregnancy: Education for Attitude Change.

Pub Date—[79]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Child Development, Children, \*College Students, Higher Education, \*Introductory Courses, \*Pregnancy, Rating Scales, \*Student Attitudes

Identifiers—\*Parenthood

A study was conducted to investigate the extent to which a semester course in developmental psychology influenced the attitudes that single, young adults had toward parenthood, children, and the inevitability of pregnancy. Subjects were 33 students enrolled in an introductory level course in child psychology at a large university near Boston. All were single adults under 21 years of age. The primary method of instruction was lecture complemented by a textbook and supplementary reading. To assess attitudes, at the beginning and end of the semester each subject responded to The Attitudes Towards Procreation Scale, a 16-item Likert-type measure that assesses attitudes towards procreation as the subject perceives them for himself or herself and for people in general. Each subject responded to two open-ended questions at the end of the semester: (1) "Have your attitudes toward children changed during the course of the semester? If so, how?" and (2) "Have your attitudes towards having children changed during the course of the semester? If so, how?" Results suggested that a typical, academically oriented course in child psychology may not be the most efficient vehicle for influencing young adults about parenthood and children. (The scale is appended.) (RH)

ED 253 353

RC 015 047

RC

Brescia, William, Ed. And Others

Choctaw Culture Early Education Activities.

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Department of Education, Washington, DC.

Pub Date—84

Grant—G00810625

Note—145p.; For related documents, see RC 015 048-053.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Activity Units, \*American Indian Education, American Indian Literature, \*Cognitive Development, \*Cultural Influences, \*Early Childhood Education, \*Learning Activities, Preschool Education, \*Relevance (Education), Story Reading

Identifiers—\*Mississippi Band of Choctaw (Tribe)

An effort to better prepare Choctaw youngsters for kindergarten, the Choctaw Culture Early Education Program developed a resource of 58 activities adapted to meet the needs of Choctaw 3- and 4-year olds. The activities are divided into four sections pertaining to getting started, relating to five project publications (How the Flowers Came to Be, The Tale of the Possum, Sokosi Aliha-Little Pigs, Welcome to Choctaw Fair, and Looking Around-No Ya Pias), matching activities, and miscellaneous. Each activity provides the following information: name of activity, objectives, materials needed, procedures, and things to talk about. Examples of some of the activities are classroom helpers charts, learning center markers (medallion-style necklaces worn to indicate which learning center a child is to be participating in), straw puppets in a cup, possum attendance chart, bacon and eggs, weather match, color match drums, Choctaw frog pattern match, draw and see, Choctaw clothes line game, number jigsaw puzzle, Choctaw chanter's sticks, how hominy is made, Siti puzzle, stringing the drum, washer-hooker board, and Lokai story puzzle. Black and white photographs illustrate some of the activities. (ERB)

ED 253 354

RC 015 048

Skinner, Linda Brescia, William, Ed.

How the Flowers Came to Be.

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—82

Grant—G007501896; G00810625

Note—17p.; For related documents, see RC 015 047-053. Adapted from "Why the Flowers Grow," Choctaw Little Folk, by Novella Goodman Martin, 1970.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$3.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Education, \*American Indian Literature, Cultural Influences, Early Childhood Education, \*Folk Culture, Legends, \*Mythology, Story Reading, \*Supplementary Reading Materials, Values

Identifiers—\*Mississippi Band of Choctaw (Tribe), Nature, Respect

The booklet tells the story of Josephine, a little Choctaw girl, who picks wild flowers and hurts her Aunt's feelings. Josephine later learns from her grandmother the importance of respecting nature and how the flowers came to be. The story introduces constellations, how weaving came to the Choctaw, how the sick were prayed for, and why wild flowers symbolize tokens of love from the Sacred Spirit. This booklet is supplementary reading material for the "Choctaw Culture Early Education Activities" guide. The guide provides activities pertaining to the story. (ERB)

ED 253 355

RC 015 049

Billy, Zonie And Others

The Tale of the Possum.

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—84

Grant—G00810625



Note—12p.; For related documents, see RC 015 047-053.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$2.75).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Education, \*American Indian Literature, \*Animals, Cultural Influences, Early Childhood Education, Folk Culture, \*Legends, Mythology, Story Reading, \*Supplementary Reading Materials, \*Values

Identifiers—\*Mississippi Band of Choctaw (Tribe)  
The story is about how Possum wanted a beautiful tail like Raccoon. Raccoon jokingly tells Possum how he got his pretty black stripes by wrapping his tail with hickory bark and singing it in hot ashes. As a result of Possum doing as Raccoon told him, opossums today have no hair on their tails, travel at night because of embarrassment, and "play possum." This booklet is supplemental reading material for the "Choctaw Culture Early Education Activities" guide. The guide suggests activities pertaining to this story. (ERB)

ED 253 356

RC 015 050

Boykin, Deborah. *And Others*  
Sokol Allah - Little Pigs.

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—84

Grant—G008100625

Note—11p.; For related documents, see RC 015 047-053.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$2.75).

Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, \*American Indian Literature, \*Animals, \*Childrens Literature, Choctaw, Cognitive Development, \*Cultural Influences, Early Childhood Education, Folk Culture, \*Learning Activities, Story Reading, \*Supplementary Reading Materials, Values  
Identifiers—\*Fingerplays, \*Mississippi Band of Choctaw (Tribe)

Written in Choctaw and English, the illustrated booklet presents a Choctaw version of "This Little Pig Went to Market." The finger play activity emphasizes Choctaw values and cultural information such as generosity, humor, traditional clothing, designs, food, sports and art. The last page provides a teacher's guide with objectives and six suggested activities. Additional lessons based on this booklet are provided in the "Choctaw Culture Early Education Activities" guide. (ERB)

ED 253 357

RC 015 051

Boykin, Deborah. *And Others*  
Welcome to Choctaw Fair!

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—84

Grant—G008100625

Note—16p.; For related documents, see RC 015 047-053.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$2.75).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, American Indian Literature, \*American Indians, \*Cultural Activities, \*Cultural Influences, Early Childhood Education, Folk Culture, \*Learning Activities, Story Reading, \*Supplementary Reading Materials

Identifiers—\*Mississippi Band of Choctaw (Tribe)

Designed to assist students in math, language, and reading, the booklet illustrates five events that may occur at the Choctaw Fair, such as a princess pageant, dancing, riding a ferris wheel, eating hominy, and throwing rabbit sticks. A teacher's guide on the last page offers four suggested activities for pre-schoolers based on the booklet. Additional lessons

focusing on this publication can be found in the "Choctaw Culture Early Education Activities" guide. (ERB)

ED 253 358

RC 015 052

Lewis, Thallia. *And Others*

Oklahoma - Holders of the People.

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Grant—G007501896; G008100625; G008103055; G008200975

Note—17p.; For related documents, see RC 015 047-053.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$3.50).

Language—English; Choctaw

Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, American Indian Literature, \*American Indians, Choctaw, Community Leaders, \*Community Services, Early Childhood Education, \*Relevance (Education), \*Role Models, \*Service Workers, \*Supplementary Reading Materials

Identifiers—\*Mississippi Band of Choctaw (Tribe)

Written in Choctaw and English, the booklet gives examples of people helpers in a Choctaw community. Helpers represented include a librarian, chief of the tribe, dental assistant, janitor, cook, principal, police, mechanic, produce manager, minister, teacher aide, teacher, nurse, and herbalist. The booklet may be used independently or as supplementary reading book for the "Choctaw Culture Early Education Activities" guide. (ERB)

ED 253 359

RC 015 053

Brescia, William. *And Others*

Looking Around - No Yo Pasa.

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Grant—G007501896; G008100625; G008200975

Note—9p.; For related documents, see RC 015 047-052.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7 Box 21, Philadelphia, MS 39350 (\$3.00).

Language—Choctaw

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Education, \*American Indian Languages, \*Choctaw, Classrooms, Early Childhood Education, Educational Equipment, Equipment, Home Furnishings, Municipalities, Playgrounds, \*Supplementary Reading Materials, \*Vocabulary

Identifiers—\*Mississippi Band of Choctaw (Tribe)

The illustrated word book provides Choctaw words for objects in a house, at school, and in town. Suggested learning activities for this supplementary reading material are provided in the "Choctaw Culture Early Education Activities" guide. (ERB)

ED 253 360

RC 015 062

Anderson, Jane. *Ed. And Others*

A Choctaw Anthology II.

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—84

Grant—G008207449

Note—177p.; Pages 165-173 contain small print. For related document, see ED 239 788.

Available from—Research and Curriculum Development, Mississippi Band of Choctaw Indians, Tribal Office Building, Rt. 7, Box 21, Philadelphia, MS 39350. (\$7.00).

Pub Type—Collected Works - General (020) — Historical Materials (060)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*American Indian Culture, American Indian Education, \*American Indian History, American Indians, Attitudes, \*Cultural Activities, Cultural Awareness, Dance, Federal Indian Relationship, Games, Handicrafts, Interviews, \*Leaders, Maps, Marriage, Medical Services, Organization, Questionnaires, Secondary Education, Student Developed Materials,

Traditionalism, \*Treaties

Identifiers—Funerals, \*Mississippi Band of Choctaw (Tribe), Traditional Healing, Treaty of Dancing Rabbit Creek, Treaty of Doaks Stand, Treaty of Washington City, \*Tribal Government, Tribal Law

The collection of nine papers provides information on the history and culture of the Mississippi Band of Choctaw Indians. Written by college-bound Choctaw high school students, the papers present topics on the lives of two Choctaw chiefs, Apukshunnubee and Muhlalutubbee; traditional Choctaw ceremonies (wedding and funeral customs, and social dances); Choctaw games and competition (stickball, chungkee, rabbit sticks, and blowguns); Choctaw arts and crafts (basketry, beading, sticks and stickballs, blowguns, and drum making); Choctaw health and medicine; Treaty of Doak's Stand; Treaty of Washington City; events leading to the Treaty of Dancing Rabbit Creek; and an introduction to the Choctaw Tribal Code. Two of the papers contain questionnaires and responses of Choctaw high school students, tribal employees and community members concerning their knowledge of Choctaw ceremonies and the three treaties affecting their tribe. Black and white photographs, maps, and treaties appropriately illustrate each paper. (ERB)

ED 253 361

RC 015 065

Banal, Edward Benton

A Culture Based Needs Assessment.

Red School House, St. Paul, Minn.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—80

Grant—G007-802949

Note—33p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Education, \*American Indians, Community, \*Community Cooperation, Community Involvement, Community Responsibility, \*Community Role, \*Community Surveys, \*Needs Assessment, Objectives

The booklet, developed at Red School House for Indian communities, demonstrates visually in a cultural context the series of actions constitute a needs assessment. The illustrated text tells the story of a traditional community that is in need of food for the survival of its people. The question of how to cross the river to see if food is plentiful is proposed to the community members. After a lengthy discussion among the community members and dissatisfaction with a professional's advice from outside the community, it is decided that a needs assessment survey should be conducted. The community decides to build a canoe after conducting the survey using the following procedure: designing a questionnaire that reflects the culture, values, customs and beliefs of the people it is designed for; passing around the questionnaire to all the people; taking votes from everyone; gathering the responses and tabulating them; communicating the results (needs, objectives and goals) to the community members; as a group deciding how to act to obtain the objective; and finding people in the community with skills and background to help fulfill the objective. (ERB)

ED 253 362

RC 015 081

Mendoza, Agapito

Bilingual Education: An Analytical Assessment.

Pub Date—May 84

Note—21p.; Prepared at La Casa Cultural Latina, University of Illinois, Champaign-Urbana.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, \*Bilingual Education,

\*Court Litigation, Definitions, \*Educational Attitudes, \*Educational History, Educational Legislation, Educational Trends, Elementary Secondary Education, English (Second Language), \*Hispanic Americans, \*Limited English Speaking, Program Effectiveness

Identifiers—Bilingual Education Act 1968, Brown v Board of Education, \*Educational Criticism, Lau v Nichols

Bilingual education has had great impact on education in the United States. Bilingual education programs have existed since 1845. Between 1854-1877, eight states enacted laws stipulating that local school boards had the power to require English-German bilingual programs. Many bilingual education programs were created, thrived, and eventually died; some continued according to the

political climate. The government directly addressed the issue in 1968 by passing the Bilingual Education Act, Title VII, which made provisions for the special needs of children with limited English-speaking abilities, who came from low socioeconomic environments where the dominant language was not English. As of 1978, 22 states have enacted mandates requiring bilingual education in their schools. Among the arguments of opponents of bilingual education are that bilingual education is an effort to teach young children in their native tongue; that English monolingualism and acculturation to mainstream United States society are sure indicators of being worthy, productive citizens; and that children entering public schools speaking a language other than English need constant exposure to English, with any other language delimiting progress. However, bilingual education has been shown to be an imperative component in teaching non-English speakers basic skills necessary to succeed in an English-speaking environment. (NQA)

**ED 253 363** RC 015 098

*Personous, Bill And Others*

**How to Grow Useful Poncas: Introduction and Communications.**

Ponca Tribe of Oklahoma, Ponca City.

Pub Date—84

Note—19p; For a related document, see RC 015 099.

Available from—Ponca Tribal Business Comm., Box 2, Whiteagle, Ponca City, OK 74601 (\$1.50, limited quantity).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*American Indian Education, American Indians, Child Development, \*Child Rearing, Communication (Thought Transfer), \*Communication Skills, \*Parent Child Relationship, Parent Education, Parent Materials, \*Parent Role, \*Skill Development, Verbal Communication

Identifiers—Ponca (Tribe)

Based on a common sense approach to childrearing, the first of two booklets offers advice to Ponca parents on communicating with their children. Eleven rules of good parenting pertaining to parent and child communication are given. These rules include: be willing to talk about anything and everything with your children; remember the importance of honesty and parental example; do not condemn your children; do not assume your child understands what you mean; maintain mutual respect of each other; keep in touch with your children by discussing the day's events, personal problems on a regular basis; and do not let your lack of experience or standing in the community limit your involvement in your children's lives. Other rules offered are: teaching your children to communicate may mean a less strict strategy of raising them; include your children in your communication with your Creator; maintain a healthy outlook on life; and use silent communication. Concluding the booklet is an interview with an older Ponca woman who recounts traditional ways of childrearing. (ERB)

**ED 253 364** RC 015 099

*Personous, Bill And Others*

**How to Grow Useful Poncas: Seven Skills for Living.**

Ponca Tribe of Oklahoma, Ponca City.

Pub Date—84

Note—27p; For a related document, see RC 015 098.

Available from—Ponca Tribal Business Comm., Box 2, Whiteagle, Ponca City, OK 74601 (\$1.50, limited quantity).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*American Indian Education, American Indians, Child Development, \*Child Rearing, \*Child Responsibility, Communication Skills, \*Competence, Interpersonal Competence, \*Parent Child Relationship, Parent Education, Parent Materials, Parent Role, Role Models, \*Self Esteem, Skill Development, Verbal Communication

Identifiers—Ponca (Tribe)

The second of two booklets for Ponca parents, this document identifies seven skills that may be useful in building children's competence and confidence so that they may choose for themselves what they identify and character will be. Suggested advice includes identification with role models; use of the Socratic Method; identification with and responsibility for family processes; development of faith in

personal ability; development of intrapersonal, interpersonal, and situational skills; and development of good judgment. A conversation with a Ponca elder on childrearing in the past concludes the booklet. (ERB)

**ED 253 365** RC 015 123

*Gibson, Guadalupe, Ed. Torres, Angelina Moreno*  
**Proceedings of the Annual Conference on Child Abuse and Neglect in the Mexican American Community (1st, Laredo, Texas, May 26-29, 1981).**

National Resource Center on Child Abuse and Neglect for Mexican Americans, Laredo, TX; Texas Migrant Council, Inc., Laredo.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Pub Date—May 81

Grant—90-C-1743

Note—108p; For a related document, see RC 015 124.

Available from—Texas Migrant Council, P. O. Box 2579, Laredo, TX 78044-2579 (\$5.00).

Pub Type—Information Analyses (070) — Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adoption, Change Strategies, \*Child Abuse, Child Advocacy, \*Child Neglect, Child Welfare, Court Litigation, \*Cultural Influences, Cultural Traits, Discipline, Family Characteristics, Family Influence, Helping Relationship, \*Intervention, Life Style, \*Mexican Americans, \*Migrant Workers, Parent Attitudes, Prevention, Self Concept, Sexual Abuse, Social Services

The conference focused attention on the severe problems of abuse and neglect among Mexican American children, particularly among migrant children. The welcome address discussed the plight and hardship endured by the Mexican American migrant worker and family. The keynote address emphasized the fact that minority families, who are usually poor, and poor white families are most likely to be reported for child abuse, and in states that consider abuse a criminal offense, are severely penalized. The workshops addressed the following topics: myths and facts about child sexual abuse and assault; alcohol and drug abuse as contributing factors to child abuse/neglect; cultural strengths and clinical intervention strategies in working with Latino families; methods of preventing child abuse/neglect among Mexican American families; issues in Mexican American adoptions; treatment of child abuse/neglect among urban Mexican Americans; judicial perspectives on child abuse/neglect proceedings involving Mexican American children; child abuse/neglect and the Mexican American migrant worker; issues in the incidence of child abuse/neglect relative to Mexican Americans; and the AVANCE Parent Child Education Program, a national demonstration project. The closing address focused on the impact of child abuse and neglect on the self-concept and learning of a young child. A section on recommendations concludes the report. (NQA)

**ED 253 366** RC 015 124

*Torres, Angelina Moreno*

**The Prevention and Treatment of Child Abuse and Neglect: A Focus on the Mexican American Family. Proceedings of the Annual Conference (2nd, San Antonio, Texas, September 8-10, 1982).**

National Resource Center on Child Abuse and Neglect for Mexican Americans, Laredo, TX; Texas Migrant Council, Inc., Laredo.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Pub Date—83

Grant—90-C-1743

Note—192p; For related documents, see RC 015 123 and RC 015 125.

Available from—Texas Migrant Council, P. O. Box 2579, Laredo, TX 78044-2579 (\$10.00).

Pub Type—Information Analyses (070) — Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adjustment (to Environment), American Indians, \*Child Abuse, Child Advocacy, \*Child Neglect, Child Rearing, Clinical Experience, \*Cultural Influences, \*Delivery Systems, Ecological Factors, Educational Radio, Family Relationship, Family Violence, Group Therapy, Intervention, Low Income Groups, \*Mexican Americans, Migrant Workers, Parent Child Relationship, Parent Education, \*Prevention, Sexual Abuse

tionship, Parent Education, \*Prevention, Sexual Abuse

The 26 papers focus on child abuse issues affecting the Mexican American family. The keynote address notes various issues in child abuse and neglect among Mexican Americans. Three papers discuss Mexican American families in transition, adjustment of the family into the Mexican American barrio and vice versa, and the effects of sexual assault on the Mexican American woman, her family, and the community. Five papers address child abuse in the minority community, child abuse and neglect in the Mexican American community, abuse and neglect of low-income Hispanic children and adolescents from a systems approach, ecological correlates of child maltreatment, and attitudes toward child abuse and child-rearing practices of Mexican American migrant parents. Nine papers deal with culturally relevant intervention approaches with Mexican American families, e.g., a Spanish language educational radio program, culturally sensitive group therapy, multicultural approach to clinical practice, and child advocacy and parents' rights in child abuse and neglect legal proceedings. The last eight papers discuss innovative prevention and treatment programs and delivery systems and special topics in child abuse and neglect, such as diversity of Indians as it relates to child abuse and neglect, domestic violence-crisis intervention with the Hispanic family, and implications of substance abuse among Mexican American migrants. The closing address discusses stress management. (NQA)

**ED 253 367** RC 015 125

*Camacho, Rosie Lee*

**Child Abuse & Neglect in the Mexican American Community. Course Model.**

National Resource Center on Child Abuse and Neglect for Mexican Americans, Laredo, TX; Our Lady of the Lake Univ., San Antonio, Tex.; Texas Migrant Council, Inc., Laredo.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Pub Date—80

Grant—90-C-1743

Note—117p; For related documents, see RC 015 123-124.

Available from—Texas Migrant Council, P. O. Box 2579, Laredo, TX 78044-2579 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Case Studies, \*Child Abuse, Child Advocacy, Childhood Needs, \*Child Neglect, Child Welfare, Community Role, \*Cultural Influences, Definitions, Family Influence, Helping Relationship, Higher Education, Intervention, Lesson Plans, Mental Health, \*Mexican Americans, \*Migrant Workers, Questioning Techniques, \*Units of Study, Welfare Services

Consisting of three units, the course model aims to prepare students to address the problem of abuse and/or neglect in the Mexican American community. Unit one focuses on the two major parts of the informal helping system in the Mexican American community, the barrio and the family. Unit two concentrates on the traditional child welfare system and the self-help formal and informal systems. The third unit covers the intervention process used in addressing a family's needs, where there is a potential or verified case of abuse or neglect. Each unit includes a content outline, unit goal and objectives, list of readings, assessment procedure, classroom and class-related activities, a short essay, and an assignment involving the preparation of a taped student interview are provided. Additional resource materials include three 10-item selected annotated bibliographies; brief list of selected children's health services; glossary of selected legal terms in child abuse and neglect cases; tentative plan for implementation of course content; and information on the 1977 United States Spanish origin population, the struggles of migratory workers, the family, significance of the International Year of the Child to Mexican Americans, and how to define child abuse and neglect. (NQA)

**ED 253 368** RC 015 126

*Montoya, Jose R.*

**Cultural and Ethnic Awareness Manual for Professionals Working with Mexican-American Migrant Families.**

National Resource Center on Child Abuse and Neglect for Mexican Americans, Laredo, TX; Texas Migrant Council, Inc., Laredo.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.  
Pub Date—80  
Grant—90-C-1743  
Note—61p; For related documents, see RC 015 123-124.

Available from—Texas Migrant Council, P. O. Box 2579, Laredo, TX 78044-2579. (\$5.00).  
Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Welfare, \*Cultural Awareness, Cultural Background, Definitions, Family Characteristics, Folk Culture, Life Style, \*Mexican American History, \*Mexican Americans, \*Migrant Workers, Professional Training, Social Change, \*Units of Study, Welfare Services  
Identifiers—Folk Medicine, United States (Southwest)

Intended as a tool for personnel in the helping professions who work with Chicano migrant families and have little or no prior knowledge of their culture or history, the manual presents a historical and cultural perspective of the Mexican American migrant families. The six units cover Mexican American history, cultural awareness, Mexican American family, traditional medical approaches, situations affecting migrant families, and migrant child welfare. Unit 1 briefly summarizes Mexican American history in the Southwest and lists terminology of cultural identification. Unit 2 presents the classical definition of "culture," examines cultural awareness from a subjective and an objective perspective, and relates cultural awareness to social change. The next two units present a portrayal of the contemporary Mexican American family and a summary of traditional approaches to the practice of medicine found in many Mexican American communities. Unit 5 describes situational factors affecting migrant families, due to environmental conditions found in their lifestyle, which may lead to child neglect. Unit 6 provides a summary of migrant child welfare services. Each unit includes a description, goals and objectives, rationale, and content. A list of approximately 30 resource materials on various topics about Chicanos concludes the manual. (NQA)

ED 253 369 RC 015 127

Berrios, Lex  
Child Abuse and Neglect Among Mexican American Migrants: A Study of Cases.  
National Resource Center on Child Abuse and Neglect for Mexican Americans, Laredo, TX; Texas Migrant Council, Inc., Laredo.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.  
Pub Date—81  
Grant—90-C-1743  
Note—61p.

Available from—Texas Migrant Council, P. O. Box 2579, Laredo, TX 78044-2579. (\$5.00).  
Pub Type—Reports - Research (143)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, \*Child Abuse, \*Child Neglect, Delivery Systems, Demography, Family Characteristics, Housing Needs, Mental Health, \*Mexican Americans, \*Migrant Workers, Sexual Abuse, \*Social Services, \*Socioeconomic Influences, Staff Role  
Identifiers—\*Texas

The exploratory study described the etiology of child abuse and neglect among Mexican American migrants and provided a brief assessment of services rendered to clients. The frequencies of specific traits and behaviors were tallied to trace some generalized social situations and trends. Data were obtained primarily from 140 files, most of which contained detailed logs and extensive narratives on the life experiences of Mexican American migrant families. Another 33 "emergency," preventive-type short cases were included. A total of 193 cases, written from 1975 to 1978, were examined. Data were categorized as demographic variables; definite situations (e.g., home environment, whether the nuclear family had the support of the extended family); and specific behaviors (e.g., severity of child abuse/neglect). The services were categorized as preventive, supplemental, and substitutive. Analysis was based on the adequacy of services actually provided. Findings included that: child abuse and neglect seemed to be more the result of social deprivation than the result of psychological deprivation; among migrants, it was likely that most neglect occurred during the in-stream season and most abuse when the

nuclear family traveled alone; and traditional, "stationary" services geared to serve a sedentary population, were not generally useful to transient people. (NQA)

ED 253 370 RC 015 128

A Study of Attitudes Toward Child Abuse and Child Rearing Among Mexican American Migrants in Texas.

National Resource Center on Child Abuse and Neglect for Mexican Americans, Laredo, TX; Texas Migrant Council, Inc., Laredo.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.  
Pub Date—82  
Grant—90-C-1743  
Note—77p.

Available from—Texas Migrant Council, Box 2579, Laredo, TX 78044-2579. (\$5.00).

Pub Type—Reports - Research (143)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Abuse, \*Child Neglect, \*Child Rearing, Definitions, Discipline, Family Characteristics, Life Style, \*Mexican Americans, \*Migrant Workers, \*Parent Attitudes, Parent Child Relationship, Sexual Abuse, Socialization, Socioeconomic Background  
Identifiers—\*Texas

Divided into two phases, the study investigated the attitudes toward child abuse and neglect and child rearing practices held by Mexican American migrant farmworkers. The first phase involved a brief literature review and an assessment of the problem. During this phase also, the study's broad general goals were divided into 6 categories which led to the development of 17 specific goals. From these goals, a set of hypotheses and a listing of descriptive facts to be determined from the data were developed. In the second phase, a questionnaire was developed and a sample of 500 families was drawn throughout the state. The questionnaire included six sections: migrant lifestyle, the child's education, the child's socialization, child rearing practices, attitudes toward child abuse and neglect issues, and awareness and usage of social and child protective services. Families who preferred it were interviewed in Spanish. Data indicated that Texas migrants were less tolerant of abusive conduct than the general Texas population; that Mexican American migrants favored a discipline-oriented home, patterned after their own rearing; and that migrants were aware of most social programs; yet were very inclined to use a number of these services. (NQA)

ED 253 371 RC 015 142

Lassiter, Ruby F.  
Minority Access to Excellence in Higher Education.

Pub Date—Nov 83  
Note—29p; Paper presented to the Governors' Commission on Higher Education (Santa Fe, NM).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Access to Education, \*Accountability, American Indians, Black Students, \*Higher Education, Hispanic Americans, \*Minority Groups, Racial Discrimination, Role Models, School Holding Power, School Role, Student Financial Aid, Student Motivation, Unemployment  
Identifiers—\*Excellence in Education, New Mexico

The future of New Mexico, which has a unique diverse minority population (Hispanics, Blacks, and Native Americans), is linked with how well the educational systems serve the special needs of these groups. However, these groups are the least educationally prepared to function meaningfully in and to contribute to both the contemporary society and the growth potential in New Mexico. Higher education, representing the ending integral in the educational preparation of minorities for employment and functional proficiencies, can be identified as the major opportunity to redress the problem. Unfortunately, minorities have not always fared very well in institutions of higher education and training. Representing a minority's perspective on the critical issue of minority access to excellence in higher education, this paper discusses minority access to higher education in terms of enrollment, retention, and persistence, and presents a discussion for expanding the definitions of excellence and excellence accountability.

The paper draws upon the professional and life experiences of a minority student and instructor in higher education, an informal survey of 12 minority students, and a review of current literature on the status of minority education. (NQA)

ED 253 372 RC 015 143

Delgado, Gilbert L., Ed.  
The Hispanic Deaf: Issues and Challenges for Bilingual Special Education.

Report No.—ISBN-0-913580-88-0  
Pub Date—Oct 84  
Note—220p.

Available from—Gallaudet College Press, 800 Florida Ave., NE, Washington, DC 20002 (\$14.95 plus shipping and handling, 10% discount for schools, libraries).

Pub Type—Information Analyses (070) — Collected Works - General (020) — Books (010)

Document Not Available from EDRS.  
Descriptors—\*Bilingual Education, \*Deafness, Educational Assessment, Educational History, Elementary Secondary Education, Exceptional Persons, \*Hispanic Americans, Intervention, Language Acquisition, Language of Instruction, Models, Non English Speaking, Outreach Programs, Program Design, \*Program Development, Sociolinguistics, \*Special Education, \*Teacher Education, Teacher Qualifications

Identifiers—District of Columbia, New York (New York)  
Focusing on the Hispanic deaf child, the book begins with an overview which briefly discusses the history, litigation, legislation, and recent trends in bilingual and special education, and the issues regarding minority hearing-impaired children. Next, the status of Hispanics in special education is discussed, followed by reports of a 1979-80 survey of hearing-impaired children from non-native-language homes and a 1976 survey of Hispanic hearing-impaired students and their families in New York City. The last 10 articles deal with the sociolinguistic considerations in developing a language program for the hearing-impaired Hispanic child; the bilingual problems of the Hispanic deaf child; a framework for considering alternatives to the language of instruction for hearing-impaired students from non-English-speaking homes; language intervention for hearing-impaired children from linguistically and culturally diverse backgrounds; language and/or system assessment for Spanish/deaf preschoolers; assessment of Hispanic children and the implications for Hispanic hearing-impaired children; issues in the development of culturally responsive programs for deaf students from non-English-speaking homes; a model for school services to Hispanic hearing-impaired children; competencies and preparation of teachers of Hispanic hearing-impaired children; and a model for outreach programs for the Hispanic deaf. A 42-item list of information sources, funding agencies, journals, and newsletters concludes the book. (NQA)

ED 253 373 RC 015 144

Askins, B. E. Yarbrough, D. W.  
Increasing the Quality of Basic Bilingual Instructional Services to K-3 Hispanic Children in West Texas. Final Evaluation Report 1983-84.

Askins (B.E.) and Associates, Lubbock, Tex.; Education Service Center Region 17, Lubbock, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 84  
Grant—G008104596  
Note—50p.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Bilingual Education, \*Demonstration Programs, \*English (Second Language), Intervention, Language Acquisition, Limited English Speaking, \*Mexican Americans, Parent Participation, Primary Education, \*Program Effectiveness, Program Evaluation, Staff Role  
Identifiers—Parent Advisory Committees, \*Texas (West)

Initiated in the 1981-82 school year, this three-year project was designed to organize and operate a bilingual education cooperative to provide financial and technical assistance to three school districts in their efforts to provide higher quality bilingual instructional services to approximately 190 Mexican American students. The three project schools were located in the public school districts of Plainview, Olton, and Petersburg, Texas. The project's overall goal was to assist limited English



proficiency (LEP) children to acquire and/or improve their English skills and, using bilingual methodology and materials, to facilitate and expedite writing and content area concepts to the extent necessary to insure academic success in the regular school program. Four specific objectives developed for the 1983-84 school year pertained to student achievement, teachers and aides, increased involvement by the Parent Advisory Committee, and development of a unique bilingual curriculum guide. The external evaluation design for 1983-84, the project's final year of operation, focused on the perceived effectiveness of the project personnel and the project's specific objectives, overall impact, and overall goal. All objectives were satisfactorily achieved, except for the effectiveness of the Parent Advisory Committee and degree of parental involvement. The project did have a positive impact on participating students. Five specific program recommendations conclude the report. (Author/NQA)

ED 253 374

RC 015 145

Perotti, Antonio

**Case Study Exhibition on "The Children of Immigration." The CDC's Project 7: "The Education and Cultural Development of Migrants."** Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT-(84)-85

Pub Date—84

Note—34p; For related documents, see ED 235 937-943 and RC 015 146-147.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cultural Activities, \*Exhibits, Foreign Countries, Futures (of Society), \*Immigrants, Migrants, Political Influences, Program Effectiveness, \*Self Expression, Social Change, Social History, \*Socioeconomic Influences. Identifiers—Cultural Contributions, \*France (Beau-bourg), \*Impact.

An action exhibition was held from January 18 to April 23, 1984 to allow young immigrants to express what they experienced, felt, desired, and had to offer in the context of the French society. The exhibition sought to show, without neglecting the problems raised by these new generations, how, beyond all tensions, the young people were taking their place in French society; its objectives were cultural, social, and political. The stage area was occupied in turn by mostly amateur or semi-professional theatre, music, and dance groups, and discussions. The exhibition's static part made reference to the past, present, and future. There were also 13 live broadcasts by local radio run by young immigrants; films, discussions, meetings, round tables, and a series of meetings with young poets, story-tellers, and writers. Attendance averaged 4,800 persons a day. Visitors were surveyed to evaluate the exhibition's impact. Of the 804 questionnaires distributed, 780 were analyzed. Findings indicated that the exhibition brought the young immigrants' work before a wide public; a significant number of intellectuals and technicians attended the exhibition; the project should decentralize and continue at the regional level; and the exhibition also served as a forum, well attended by young people themselves. (NQA)

ED 253 375

RC 015 146

Huart, Michelle

**Revision of the School Career and Health Record for Children Attending School Abroad. Final Report. The CDC's Project No. 7: "The Education and Cultural Development of Migrants."** Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT-(84)-36

Pub Date—84

Note—21p; For related documents, see ED 235 937-943 and RC 015 145-147.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compulsory Education, Data Collection, \*Educational Experience, Elementary Secondary Education, Feedback, Foreign Countries, \*Foreign Students, \*Health, \*Information Dissemination, \*Migrant Children, Records (Forms), \*Student Records.

Identifiers—Europe, Revision Processes, \*School Career and Health Record. Designed for use during compulsory schooling, the school career and health record described the child's knowledge, aptitudes, and general health at a given time. It was recommended that Council of Europe member states ask their school authorities

to use the record for children attending school abroad for a trial period (ending July 31, 1982) and to report their experiences in using the record and any changes to its contents considered necessary or desirable. Although relatively little use was made during the trial period, the assessment revealed broad agreement in the countries using the record as to the need for such an instrument, and suggestions for improving the instrument and its effectiveness for educational purposes. Proposals for the record's revision concerned the internal arrangement of the tables giving schooling and personal/family information; general layout and supply, use, and forwarding of the record. Project Group No. 7 met February 23-24, 1984 to finalize the record's draft revision. There was a widespread reluctance shared by nearly everyone to make any further efforts to promote and use such a record, revised or not. The arguments behind the reluctance concerned primarily the type of information amassed and transmitted in the school record. (NQA)

ED 253 376

RC 015 147

Rep. Michelle

**Education of Migrant Workers' Children—"The Training of Teachers." Final Report of the Working Group.**

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT-(84)-84

Pub Date—84

Note—23p; For related documents, see ED 235 937-943 and RC 015 145-146.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conferences, Cultural Awareness, \*Educational Cooperation, Foreign Countries, \*International Cooperation, \*Migrant Children, \*Multicultural Education, Organizational Effectiveness, Postsecondary Education, \*Teacher Education.

Identifiers—\*Europe

Established by the Council for Cultural Co-operation (CDCC), the working party, composed of representatives from countries of origin and host countries, emphasized the training of teachers of migrant children. Focusing on the fundamental idea of intercultural education, the group aimed to: analyze significant experiments in teacher training in several countries; prepare background dossiers on the culture, civilization, and education systems of countries of origin and host countries, for use by training centers, teacher trainers, teachers, parents, and researchers; organize courses and pilot experiments based on the preceding elements; and formulate recommendations for the CDCC and the Committee of Ministers. This final report (adopted on February 25, 1983) briefly summarizes the group's main activities and provides an introduction to intercultural thinking. The following are summarized: the analysis of significant experiments in training teachers for an intercultural education; dossier for the intercultural training of teachers; organization of teacher training courses and other cooperation activities; creation of a pilot project; compendium of information on intercultural education schemes in Europe; and the final symposium at L'Aquila. Appended are the Committee of Ministers' recommendations to member states on the training of teachers in education for intercultural understanding, notably in a context of migration. (NQA)

ED 253 377

RC 015 152

Platt, Bradley R.

**The Environmental and Ecological Awareness Potential in the Organized Camp Setting.**

Pub Date—Dec 84

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Camping, \*Ecological Factors, Elementary Education, Environmental Education, \*Environmental Influences, \*Grade 5, \*Grade 6, Learning Experience, Outdoor Education, \*Perception.

Identifiers—Alaska (Anchorage), \*Camping Experience.

The purpose of this study was to determine if an organized camp experience resulted in elementary school students having a higher level of environmental and ecological awareness than elementary students who had not had an organized camp experience. A letter of intent was circulated throughout all elementary schools in the Anchorage, Alaska school system. Sixteen teachers responded volun-

teering their classes for the study. Of these teachers four were randomly selected. The control group was composed of 19 fifth- and 42 sixth-graders, who had not had an organized camping experience. The experimental group included 17 fifth-graders and 6 sixth-graders who had attended the Alaska Center for the Environment's camp during the summer of 1983. The New Mexico Concepts of Ecology Test, Level 1, was administered to both groups. Using a static-group comparison design and applying a t-test for independent samples, it was found that an organized camp experience did not significantly increase the level of environmental and ecological awareness in fifth- and sixth-graders. It was concluded that the study should be repeated using larger samples and possible other school systems before precise results can be obtained. (ERB)

ED 253 378

RC 015 153

Landon, Craig Louis

**The Johnson O'Malley Program in the Public Schools of Washington State: Recent Directions in Indian Curricular Practice.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—83

Note—56p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Advisory Committees, \*American Indian Education, American Indians, Cooperative Planning, Educational Objectives, \*Educational Planning, Elementary Secondary Education, Federal Programs, Improvement Programs, \*Parent School Relationship, \*Participative Decision Making, Policy Formation, Public Schools.

Identifiers—\*Johnson O'Malley Act, \*Parent Advisory Committees, Washington.

Utilizing data from 31 applications for financial assistance from Johnson-O'Malley (JOM) Indian Education Fund for the 1980-81 school year, the study examined the influence of Indian Parent Advisory Committees (PACs) over school curricula and activities supported by JOM funds in Washington State. Applications were surveyed for information relating to Indian community goals, broad educational goals, and specific program activities intended to meet or support the goals. Priority Weighted Valuations (PWVs), developed by taking the product of reported priority of a goal or activity multiplied by the frequency of its appearance in the applications, were summed for each goal or activity to provide ordinal measures of its "importance." PAC expressions of curricular concerns and actual school program attempts to meet those concerns were compared. Findings indicated that: PACs expressed 17 broad educational goals, while program activities fell into 15 categories of services; improved academic achievement, the major concern of both parents and schools, appeared well-matched by school activity; counseling services, the second highest ranked activity, addressed several goals, yet was valued much lower by parents when improved counseling services were considered as a goal; and the matches and mismatches suggested a lack of coherence in planning JOM projects in numerous districts and programs. (NQA)

ED 253 379

RC 015 156

Barker, Bruce O.

**The Salary Inequity of Teachers in Small/Rural Schools.**

Pub Date—21 Feb 85

Note—9p; A Report Prepared for the Executive Committee of the Rural Education Association.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Differences, Elementary Secondary Education, \*National Surveys, Public Schools, \*Regional Characteristics, \*Rural Schools, \*Rural Urban Differences, Small Schools, \*Teacher Salaries.

Based on data from a 1982-1983 study and from other sources, the average annual salaries of teachers in rural schools were compared, by geographical region, with salaries for all public elementary and secondary teachers in the United States, and the average beginning salary for rural teachers was compared with regional data for beginning public elementary and secondary teachers with bachelor's degrees. The nationwide descriptive study of rural school districts collected average annual salary and beginning salary data for rural school teachers from 816 districts in 45 states. For the 1982-1983 academic year the average annual salary for rural teach-

ers in the sample was \$16,377, while the National Education Association reported an average salary of \$20,531 nationwide. Remuneration to rural teachers was lower than that for all public school teachers in each of the geographic regions. The disparity between the average beginning rural teacher salary as compared to all public teachers was not broad—the average beginning rural teacher salary was above that for all teachers in some regions. It may be that teachers do not stay long enough in rural areas to receive higher salaries even though higher initial salaries may attempt to compensate for distance and isolation. (BRR)

**ED 253 380** RC 015 158

Levinson, Cynthia Y.  
The School Problem-Solver's Guide to Distance Education.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 84

Contract—400-83-0007

Note—34p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Computer Assisted Instruction, \*Distance Education, Educational Radio, Inservice Teacher Education, Professional Continuing Education, \*Program Costs, \*Program Descriptions, \*Program Effectiveness, Rural Education, Secondary Education, Teleconferencing, Telecourses, Telephone Communications Systems, Videotex

Identifiers—\*Audioinstructional Programs, Electronic Blackboards, Experts, Teletypewriters, \*Video Technology

Many administrators are meeting specific instructional needs of their students without always or solely relying on classroom teachers by utilizing distance education, i.e., instruction that takes place while the learner is physically distant from the instructor and/or the materials. Distance education is particularly appropriate in rural and small schools where low enrollment limits course availability, but it is also useful as state legislatures raise graduation requirements for students and accreditation requirements for schools while budgets are declining. This guide provides descriptions of distance education programs that are in operation, such as teleconferencing (PRISMS, "Operation TECPAK," Gemini Electronic Blackboard, TELENET), interactive videotape (Winthrop Rockefeller Model Secondary Project), microcomputers (The Computer Chronicles), teletype, and others. Studies are cited that show distance education is effective. Hints for doing distance education right are listed along with the admonition that distance learning programs need good planning, management, structure, and master teachers. Distance education costs are discussed and representative examples are given. Some distance education issues are reviewed (teacher certification, course accreditation, textbook adoption, Average Daily Attendance/funding, class size). The guide concludes with a resource list of 18 experts, state department of education contacts for six states, and a 16-item bibliography. (BRR)

**ED 253 381** RC 015 159

Fuchs, Don M.

Social Support Networks: An Effective Means for Coping with the Unique Problems of Rural and Remote Communities.

Pub Date—Jul 84

Note—22p.; Paper presented at the Ninth National/Second International Institute on Social Work in Rural Areas (Orono, ME, July 28-31, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Problems, Foreign Countries, Intervention, \*Models, \*Prevention, Rural Areas, \*Rural Environment, \*Social Networks, Social Support Groups, \*Social Work, Social Workers, Stress Management, Stress Variables

Identifiers—Canada, Isolation (Geographic), Isolation (Professional), Long Term Residents, Manitoba, Transients

Intervention aimed at the development of social support networks provides a means for preventing some of the physical, emotional, and social problems of both long-term and transient rural residents.

Individuals living in rural and remote communities face several contextual problems, including distance, personal and professional isolation, unique social/economic/political environmental pressures, sporadic and limited resources. Rural social workers can engage in a variety of activities to optimize the quality and sufficiency of support that people receive from informal caregivers in the community and from their primary social contacts. This paper presents a social networks and social support framework for use by rural social work practitioners in the remediation and prevention of emotional and social problems generated by rurality's contextual factors. The framework is then applied to a rural remote community case situation, Churchill, Manitoba, and its application to both local and transient groups of people is examined. The paper closes with a discussion of common elements of the interventive frameworks: increasing individual and social support resources and/or building new linkages while abandoning problematic old linkages. (BRR)

**ED 253 382** RC 015 160

Carr, John C.

From the Middle to the Top of the Heap! Excellence in Rural Education.

Pub Date—29 Jul 84

Note—24p.; Paper presented at the Ninth National/Second International Institute on Social Work in Rural Areas (Orono, ME, July 28-31, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Community Support, \*Competency Based Education, Curriculum Evaluation, Educational Change, Elementary Secondary Education, \*Program Development, Program Effectiveness, Program Implementation, \*Rural Education, Rural Schools, \*Student Evaluation, \*Teacher Participation

Identifiers—\*Contoocook Valley School District NH, Stanford Achievement Tests

Since 1975 the Contoocook Valley District, a small rural cooperative school district in southwestern New Hampshire, has developed a performance-based student competency program which has resulted in a dramatic increase in scores on the Stanford Achievement Test. The district is comprised of 9 towns, covers an area of almost 300 square miles, and enrolls approximately 2,000 students in 8 elementary, 2 middle, and 1 high school. Desire to become an excellent school district prompted the establishment of voluntary staff committees, who used a "results planning" format to find a set of essential competencies basic to coping in society. Once terminal skills for graduates were identified, those skills were tracked linearly back to prerequisite skills at lower grade levels. The initial committees and subsequent coordinating committees developed and implemented the essential competency areas (communication, computation, personal economics, health, citizenship, and planning) and continue to monitor the instructional program, to identify areas needing work, and to initiate teacher training activities which address the areas of concern. Implementation was done gradually at all three levels—4th grade (1979), 8th grade (1980), high school (1981)—and will be completed with the senior class of 1985. Examples of competencies and test score summaries are included. (BRR)

**ED 253 383** RC 015 163

Wharf, Brian

Toward a Leadership Role in Human Services: The Case for Rural Communities.

Pub Date—29 Jul 84

Note—28p.; Paper presented at the Ninth National/Second International Institute on Social Work in Rural Areas (Orono, ME, July 28-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Community Characteristics, Community Services, Community Support, Foreign Countries, Higher Education, Labor Turnover, \*Models, Organizational Effectiveness, Political Power, Professional Education, \*Rural Areas, Rural Environment, \*Social Support Groups, \*Social Work, \*Social Workers, Work Environment

Identifiers—British Columbia, Canada

While there is a natural fit between rural communities and a particular kind of social work practice, it is not the prevailing form of practice in rural com-

munities. The rural practice model should be generic rather than specialized, should recognize the utility of natural helping networks and build on them, and should work through community controlled structures to ensure that services are tuned to local needs and delivered in a way that is part of the community's fabric. Three realities deter optimization of human services delivery in British Columbia and elsewhere: political (politicians do not give high priority to social services), organizational (hierarchical, centralized structures do not encourage local program control), and staffing ("revolving door" staff do not consider knowledge of local customs or helping networks important). If change is to occur, the three realities will have to be reframed. Social service professionals need to show conservative politicians how natural helping networks can be used, and trusted. Reframing the organizational issue requires a reordering of the delivery unit's status, its capacities, and responsibilities. Schools of social work should recruit from rural communities and all involved in social services must give attention to revitalizing those who do stay in rural communities. (BRR)

**ED 253 384** RC 015 164

Los Hispanos: Problemas y Oportunidades. Resumen de la Actual Situación Demográfica, Económica, Social y Política de los Hispanos en los Estados Unidos y de las Iniciativas Tomadas por la Fundación Ford Para Hacer Frente a las Necesidades de esta Población en Aumento y Determinar sus Efectos Sobre la Sociedad Estadounidense. Documento de Trabajo de la Fundación Ford, No. 436.

Ford Foundation, New York, N.Y.

Pub Date—Jun 84

Note—85p.; For the English version, see ED 250 121.

Available from—Ford Foundation, Office of Reports, 320 East 43rd St., New York NY 10017 (free).

Language—Spanish

Pub Type—Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cubans, Economic Development, Economic Opportunities, \*Educational Attainment, \*Employment Patterns, \*Hispanic Americans, Mexican Americans, \*Philanthropic Foundations, Political Influences, Private Financial Support, Puerto Ricans, \*Social Integration, \*Socioeconomic Status

Identifiers—\*Ford Foundation

The Hispanic population's growing impact on American society has caused the Ford Foundation to explore new Foundation initiatives. The 1980 census revealed 14.6 million Hispanics: 60% Mexican American; 14% Puerto Rican; 6% Cuban, and 20% Other. The Hispanic population in the United States is growing and is characterized by diversity; rapid growth attributed to high fertility (birth rates), immigration, and improved census methods; a relatively low median age of 25 years; and a low socioeconomic level based on income, education, and employment considerations. Some 30% of Hispanic families fall below the official poverty level compared to 12% of Non-Hispanic White families; Hispanic unemployment is about 60% higher than that of Whites. Statistics indicate that Hispanics fall between Blacks and Whites in median family income. Hispanics experience a serious gap in educational achievement at all educational levels as compared to Whites. Contributing factors include family socioeconomic background, English language ability, nativity, and the school system itself. The Ford Foundation has expanded its efforts to improve the Hispanic condition by supporting efforts in community and economic development, research and policy analysis, social services, education, leadership development, and philanthropic activity by mainland funders based in Puerto Rico. (NQA)

**ED 253 385** RC 015 168

Disney, Dick, Comp.

Materials Developed from American Indian Culture-Based Curriculum Workshop (Tacoma, Washington, April 25-29, 1977). Book One. Tacoma School District 10, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—77

Note—224p.; For related documents, see RC 015 169-170.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

**Descriptors**—American Indian Culture, American Indian Education, American Indian Literature, \*American Indians, \*Cultural Activities, \*Cultural Influences, Curriculum Development, Elementary Education, \*Enrichment Activities, \*Legends, Relevance (Education), Resource Materials, \*Story Telling, Tribes

**Identifiers**—American Indian Sign, Cultural Relevance, \*Culture Based Curriculum, Narrative Text, Washington

Materials presented in this resource guide are the direct result of an American Indian Culture-Based Curriculum Development Workshop. Activities consist of nine flannelboard stories (including The Fire War, How Coyote Made the Columbia River, Legend of the Mayan Moon God); two games (American Indian Games and Indian Picture Symbol Checkerboard); three panel stories (Maiden of Deception, Why the Buffalo Lost a War, and Raven and Snake—A Fable of the Tse-Shant People); an Indian picture writing activity; seven puppet stories (including Brother Salmon and Sister Clam, Grandfather Calls, Origin of the Chinook Indians); and a sign language activity (Thunderbird and Lightning). Each activity contains the purpose of the activity, the technique to use, materials needed, narrative text for the story, procedure for telling the story or playing the game, suggested activities, background information (if available), the reference used, and patterns/illustrations to present the activity. An agenda for the 5-day workshop and a list of participants are also included. (ERB)

ED 253 386 RC 015 169

Disney, Dick, Comp.

**Materials Developed from American Indian Culture-Based Curriculum Workshop (Tacoma, Washington, October 24-28, 1978). Book Two.** Tacoma School District 10, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—78

Note—135p.; For related documents, see RC 015 168-170.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

**Descriptors**—\*American Indian Culture, American Indian Education, American Indian Literature, \*American Indians, \*Children's Games, \*Cultural Activities, Cultural Influences, Curriculum Development, Dance, Elementary Education, \*Enrichment Activities, Legends, Music, Relevance (Education), Resource Materials, \*Story Telling, Tribes

**Identifiers**—Cultural Relevance, \*Culture Based Curriculum, Narrative Text, Washington

Developed as a result of the second 5-day American Indian Culture-Based Curriculum Workshop conducted in Tacoma, Washington, the resource guide presents materials oriented toward Native American dance, music, and games, which were the major thrust of the workshop. The guide provides four flannelboard stories/legends (How Man Was Created, The Gull Tells a Story, Why the Bear Waddles when He Walks, and Thunderbird and Whale); six games, dances, and physical activities (including Double Ball: Billees, Hand Games, Juggling, The Totem Pole); a legend of Mount Adams; a music activity (What's in a Powwow); four puppet shows (Grandpa Littlebear Talks About Northwest Indian Music, Origin of the Sweat Lodge, The Day the Thunderbird Brought a Message from the Creator of Life, and The Witch and Her Four Sons); and eight crafts and things to make (including Cherokee Horn Rattle, Chippewa Style Ribbon Work, Indian Suitcase, Micmac Canoe). Each activity contains the purpose of the activity, materials needed, learning objectives, extended activities, resources used, background information (if available), narrative text of story, procedure of conducting activity, and patterns or illustrations to present the activity. (ERB)

ED 253 387 RC 015 170

Disney, Dick, Comp.

**Materials Developed from American Indian Culture-Based Curriculum Workshop (Tacoma, Washington, April 18-19, 1979). Book Three.** Tacoma School District 10, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—79

Note—68p.; For related documents, see RC 015 168-169.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

**Descriptors**—American Indian Culture, American

Indian Education, American Indian Literature, \*American Indians, Cultural Activities, \*Cultural Influences, Curriculum Development, Elementary Education, \*Enrichment Activities, \*Legends, Relevance (Education), \*Story Telling, Tribes

**Identifiers**—Authenticity, Cultural Relevance, \*Culture Based Curriculum, Narrative Text, Washington

The major thrust of the third American Indian Culture-Based Curriculum Workshop was the development of ideas and materials oriented toward American Indian stories and legends in such a manner that librarians could acquire the needed skills and knowledge to ensure their authenticity and proficiency of presentations to both Indian and non-Indian children. Materials presented in this resource include eight flannelboard stories/legends (How the Bear Lost His Tail, How Rabbit Stole Fire, I Am Raven Who Makes Things Right, Mt. Rainier and the Great Flood, Raven Helps the Indians, Skunk, The Girl Who Loved Wild Horses, and Why Bluejay Hops); a puppet story (Hand Puppet Legends); and three miscellaneous activities (Burlap Mask, Storytelling Campfire, and Portable Puppet Stage). Each entry consists of purpose of activity, materials needed, technique to use for activity, references used, narrative text of story, background information (if available), procedure to conduct activity, and patterns/illustrations to present the activity. (ERB)

ED 253 388 RC 015 171

Donaldson, Gordon A., Jr.

**Growing Up Means Moving Away: Developmental Dilemma for the Rural Adolescent.**

Pub Date—Jul 84

Note—18p.; Revision of a paper presented at the National/Second International Institute on Social Work in Rural Areas (9th, Orono, ME, July 28-31, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—\*Adolescent Development, \*Aspiration, \*Community Satisfaction, Educational Attitudes, Employment Opportunities, High School Graduates, Individual Characteristics, Life Satisfaction, \*Life Style, Marital Status, Migration Patterns, \*Rural Youth, Self Actualization, \*Sociocultural Patterns

**Identifiers**—\*Developmental Theory, Maine

Current developmental theory and research are inadequate in explaining the development of rural youth, but a mid-1970s study of adolescents from a small Maine community provided three patterns of growth and suggested four lessons for social service professionals who work with rural adolescents. The study of "Sawyer, Maine" (a pseudonym) attempted to document the manner in which youth view adulthood and their own movement toward it by focusing on 46 youth between the ages of 17 and 24. Major themes for the age span included high school, work, marriage, and the community. Three growth patterns emerged which could be offered as abstracted and "purified" developmental paths: about 50% of the youth were "traditional," 40% were "modern-achieving," and about 10% were "questioning." Those who work with rural youth should (1) learn four lessons about the distinctiveness of rural community membership: a single conception of development violates the integrity and diversity of rural peoples and cultures; (2) learn to differentiate among youth, their aspirations, and the models they draw upon in defining adulthood; (3) remember small community membership has an immense influence on individual development; and (4) work towards ways to bridge the worlds of native rural communities and rural America without denigrating one or the other. (BRR)

## SE

ED 253 389 SE 044 891

Horton, Debbie

**Basic Instructional Technology Participant Reference Manual.**

Utah Technical Coll., Provo.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date—Dec 83

Grant—EPA-T90134601

Note—180p.; Revision of ED 182 185. For related

Staff Guide, see SE 044 892.

Available from—EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$10.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

**Descriptors**—Behavioral Objectives, Evaluation Methods, \*Instructional Development, Instructional Materials, Lesson Plans, Postsecondary Education, Skill Development, Task Analysis, \*Teacher Education, \*Teaching Skills, Training, \*Training Methods, \*Waste Water, \*Water Treatment

As part of the overall goal of the Environmental Protection Agency (EPA) to help provide environmental professionals with the skills required to plan and deliver training programs, this participant reference manual, and its related staff guide, have been developed for conducting a workshop in basic instructional technology. The workshop consists of 12 units totalling approximately 25-35 hours of classroom time if the entire course is presented. Each unit includes an overview, unit lessons (with the corresponding learning activities), and lists of objectives and resources needed for the lessons. The emphasis of the units is on the development of the basic, practical skills of: identifying instructional needs; specifying objectives; planning instruction; locating support materials; conducting instruction using various formats and effective speaking techniques; and evaluating the performance of those who receive the instruction. Most of the content is treated on a strictly applied basis with a minimum of theory and technical explanations. Instructional activities include lectures, guided discussions, demonstrations, individual assignments, and readings. Materials in appendices include references, a glossary, and a description of other United States EPA instructional support services and materials. (JN)

ED 253 390 SE 044 892

Horton, Debbie

**Basic Instructional Technology Staff Guide.** Utah Technical Coll., Provo.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date—Dec 83

Grant—EPA-T90134601

Note—326p.; Revision of ED 182 186. For related Participant Reference Manual, see SE 044 891.

Available from—EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

**Descriptors**—Behavioral Objectives, Evaluation Methods, \*Instructional Development, Instructional Materials, Lesson Plans, Postsecondary Education, Skill Development, Task Analysis, \*Teacher Education, \*Teaching Skills, Training, \*Training Methods, \*Waste Water, \*Water Treatment

As part of the overall goal of the Environmental Protection Agency (EPA) to help provide environmental professionals with the skills required to plan and deliver training programs, this staff guide, and its related participant reference manual have been developed for conducting a workshop in basic instructional technology. The workshop consists of 12 units totalling approximately 25-35 hours of classroom time if the entire course is presented. Each unit includes an overview, a list of unit options, and lesson plans. Each lesson plan includes a rationale, objective, evaluation activities, resources, and recommended instructional approaches. The emphasis of the units is on the development of the basic, practical skills of: identifying instructional needs; specifying objectives; planning instruction; locating support materials; conducting instruction using various formats and effective speaking techniques; and evaluating the performance of those who receive the instruction. Most of the content is treated on a strictly applied basis with a minimum of theory and technical explanations. The instructional activities include lectures, guided discussions, demonstrations, individual assignments, and readings. Materials in appendices include references and a glossary, a description of other EPA instructional support services and materials, and overhead projector transparency masters. (JN)

ED 253 391 SE 045 328

Friend, Harold

**"The Effect of Science and Mathematics Integration On Selected Seventh Grade Students' Attitudes Toward and Achievement in Science."**



New York City Board of Education, N.Y.

Pub Date—[84]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Attitude Change, Grade 7, \*Integrated Curriculum, Interdisciplinary Approach, Junior High Schools, \*Mathematics, Mathematics Education, \*Physics, Science Education, Secondary School Mathematics, \*Secondary School Science, \*Student Attitudes

Identifiers—Science Education Research

The purpose of this study was to determine how integrating science and mathematics in a seventh grade physics unit affected students' attitudes toward and achievement in science. Students were placed in one of four classes. Two classes consisted of students with standardized reading and mathematics scores at least 2 years above grade level; one class (N=30) used the integrated format while the other class (N=27) used the non-integrated format. The two additional classes consisted of students with standardized reading and mathematics scores on grade level; one class (N=24) used the integrated format while the other class (N=27) used the non-integrated format. Results, obtained from pre-/posttests (using the 60-item, Likert-type Science Attitudes Appraisal and the 50-item, teacher-constructed Test of Physics Facts and Principles), show: (1) no change in attitudes toward science among students using either the integrated or non-integrated formats; (2) students 2 years above grade level using the integrated format achieved better than similar students using the non-integrated format; and (3) on-grade level students using the integrated format achieved better than similar students using the non-integrated format. Explanations for these and other results are noted. (JN)

ED 253 392 SE 045 329

Science Guide for Secondary Schools.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—84

Note—109p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Biology, Chemistry, Classroom Techniques, \*Course Descriptions, Course Objectives, \*Curriculum Development, Curriculum Guides, Evaluation Methods, \*Laboratory Safety, Physical Sciences, Physics, Science Curriculum, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Science, \*Teaching Methods

Identifiers—\*Georgia

This six-chapter guide is designed to help Georgia teachers adopt or adapt various options into the local school's science curriculum. Major areas addressed in the chapters are: (1) secondary school curriculum development (focusing on performance objectives, sequencing the curriculum, evaluation, and scientific literacy); (2) teaching methods (including methods for teaching the scientifically talented and physically/mentally disabled students); (3) managing the science curriculum; (4) classroom and laboratory safety (providing information related to using chemicals, microorganisms, plants and animals, electricity, lasers, and rockets); (5) skills and strategies teachers should have for effective teaching; and (6) evaluation methods applied to student progress and programs of study. Course outlines for biology, chemistry, physics, and physical science, a list of essential science skills, and information on field trips are provided in appendices. The list of essential science skills is keyed to three grade levels (K-4, 5-8, and 9-12) and indicates at which grade level(s) a specific skill should be introduced, developed, or reinforced. (JN)

ED 253 393 SE 045 355

Keller, E. C., Jr. And Others

Teaching the Physically Disabled in the Mainstream Science Class at the Secondary and College Levels. Resource Book.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83

Grant—NSF-SPI-81-00966

Note—79p.; Page 67 of this document is written in Braille. It has been replaced by a xerox copy of the page.

Available from—PRINTECH, 1125 University Ave., Morgantown, WV 26505 (\$6.50 each; quantity price negotiable).

Pub Type—Reference Materials (130) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, \*Hearing Impairments, Higher Education, \*Mainstreaming, \*Physical Disabilities, \*Science Education, \*Science Instruction, Secondary Education, Secondary School Science, Special Education, Teaching Methods, \*Visual Impairments

Identifiers—National Science Foundation

This four-chapter resource book provides both general and specific state-of-the-art information on the various technologies and strategies available to educators of physically handicapped students in "regular" junior/senior high school and college science classrooms. It provides information about accommodating students with physical impairments so that they may function in a manner as similar as possible to their non-handicapped peers within the educational system. Chapter 1 introduces the book by considering the special needs of the disabled student in the regular classroom, examining the purpose and structure of the book, and outlining science teaching goals and methods. Chapters II, III, and IV focus, respectively, on the hearing, visual, and motor/orthopedically disabled. Each chapter includes sections which discuss the nature and general causes of the impairment and general facilitative strategies. In addition, each chapter includes a section with a list of mitigative strategies keyed to the seven common teaching methods in science. These methods include teacher presentation, laboratory exercises, reading assignments, discussion and group work, audiovisual/tactile techniques, research problems, and field trips. (JN)

ED 253 394 SE 045 356

Brown, Dean R. And Others

Testing Physically Handicapped Students in Science. A Resource Book for Teachers.

Pub Date—83

Note—78p.

Available from—PRINTECH, 1125 University Ave., Morgantown, WV 26505 (\$4.50).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, \*Hearing Impairments, Higher Education, \*Physical Disabilities, \*Science Education, Science Tests, Secondary Education, Secondary School Science, Special Education, \*Teacher Made Tests, \*Testing, Testing Problems, \*Visual Impairments

The four chapters in this resource book provide general considerations for the development of teacher-made achievement tests in science for students with visual, hearing, and/or orthopedic impairments. Chapter 1 focuses on changes in classroom testing by considering the testing of handicapped students, norm-referenced versus criterion-referenced testing, individualized educational planning, and the science test. Chapter 2 discusses the testing of visually impaired students. Topic areas addressed include: determining an appropriate testing technique; visual, auditory, and tactile testing techniques; student response to test questions; laboratory type tests; and non-teacher made tests. Chapter 3 discusses the testing of hearing impaired students, examining language considerations, item format, test administration, and non-verbal tests. Chapter 4 focuses primarily on facilitative techniques for testing motor impaired and orthopedically disabled (MIOD) students. Areas addressed include the breadth of the problem, the need to assess life function impairment (with a sample assessment included), administration techniques, accessibility, time factors, and possible mitigative testing strategies (listed according to MIOD limitation). A list of references, a list of organizations and agencies for the disabled, and glossary are provided in appendices. (JN)

ED 253 395 SE 045 358

Bethel, Lowell J. Ed.

Research and Curriculum Development in Science Education. 4. Curriculum Evaluation, Classroom Methodology, and Theoretical Models. The University of Texas Centennial Science Education Center Monograph.

Texas Univ., Austin. Science Education Center.

Pub Date—84

Note—181p.

Available from—Science Education Center, The

University of Texas at Austin, Austin, TX 78712 (\$12.95).

Pub Type—Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, \*Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, Environmental Education, Higher Education, \*Inservice Teacher Education, Instructional Material Evaluation, Methods Courses, \*Models, Preservice Teacher Education, Process Education, Science Curriculum, \*Science Education, \*Science Instruction, Second Language Learning, \*Teaching Methods

Identifiers—Misconceptions, \*Science Education Research

This monograph consists of 17 research studies in science education. Among the areas investigated in these studies are: modeling and monitoring of college level science education; classroom processes and their relationships with short-term outcomes in elementary school science; expectations of the scientific enterprise; a science laboratory safety computer program simulation for preservice teachers; a minicourse on emotional stress; effects of science inquiry activities on the development of classification and communication skills of children learning a second language; a delphi study of the objectives and planning concerns for secondary science methods courses; influence of class ability level on biology teaching practices; evaluation of year program for intermediate elementary teachers (4-6); effectiveness of student feedback and self-analysis in changing selected science teaching practices; effect of rating-delay, instructional content, and length of attendance of elementary teacher ratings of science inservice workshops; effectiveness of teacher-prepared handouts in learning science concepts; detecting and classifying the origins of science misconceptions; effect of a persuasive communication on attitudes toward energy use of preservice elementary teachers; and a comparison of methods for measuring the degree of implementation of an innovative science program. (JN)

ED 253 396 SE 045 359

Beck, Esrie, Comp. And Others

Perceived Roles of the Science Supervisor by K-12 Teachers and Administrators.

National Science Teachers Association, Washington, DC. Div. of Supervision.

Pub Date—Apr 81

Note—11p.; Document contains several pages of marginal legibility. Paper submitted at the NSTA Board of Directors Meeting, Supervision Committee Meeting (New York, NY, April 2, 1981).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Administrator Role, Classroom Techniques, Curriculum Development, \*Elementary School Science, Elementary Secondary Education, Science Education, \*Science Supervision, \*Secondary School Science, Staff Development, \*Supervisors, Surveys, Teacher Attitudes

Identifiers—Science Education Research

This report presents the findings of a survey designed to determine the perceived role of the K-12 science supervisor. Surveys were administered to samplings obtained at three 1978 National Science Teachers Association (NSTA) area conventions (Los Angeles, New Orleans, and Milwaukee) and from individuals in selected states to ensure a valid, random, geographic sample. Participants (K-12 teachers and principals) were asked to rank the following categories in priority order as they perceived them to be most beneficial as roles of the science supervisor: instruction; curriculum; staff development; implementation; management; assessment; assignment; and transfer load. Findings are presented in seven bar graphs. In addition, comments from survey participants regarding roles believed to be helpful in increasing a science supervisor's effectiveness are included. Also included are NSTA science supervision recommendations for each of the seven areas. For example, it is recommended that supervisors assist in the development of instructional materials, assist in evaluating promising new developments in science education, develop in-service programs based on teachers' needs, initiate proposals for instructional objectives, and disseminate information related to laboratory safety. (JN)

ED 253 397 SE 045 360

Vockell, Edward L. Rivers, Robert H.  
Computerized Science Simulations Stimulus to  
Generalized Problem Solving Capabilities.

Pub Date—Apr 84

Note—105p; Paper presented at the Annual  
Convention of the American Education Research  
Association (68th, New Orleans, LA, April 24,  
1984).

Pub Type—Reports - Research (143)—Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Biology, \*Computer Simulation,  
\*Critical Thinking, High Schools, \*Problem Solving,  
Science Education, \*Science Instruction,  
\*Secondary School Science, Skill Development,  
Teaching Methods

Identifiers—Science Education Research

Computerized science simulations were employed  
by high school biology students in an attempt to  
enhance their problem-solving skills. The simulations  
were administered under unguided (discovery  
learning) and guided (guided discovery learning)  
conditions while a control group received no simulations.  
To ascertain the effectiveness of the simulations  
in enhancing problem-solving abilities,  
performance was compared on: (1) subsequent unit  
pretests; (2) standardized tests measuring scientific  
thought processes; and (3) a standardized test of  
critical thinking. Results indicate that the students  
using the simulations met the unit objectives at least  
as well as the control students. In addition, students  
using the guided version of the simulations sur-  
passed the other students on the subsequent simu-  
lation pretests, on the tests of scientific thinking, and  
on the test of critical thinking. In most cases, stu-  
dents using the guided version of the simulations  
developed these generalized skills more effectively  
than those using an unguided version. These results  
suggest that the computerized simulations can help  
high school students substantially increase their  
problem-solving abilities. However, to be most effec-  
tive, it appears that the simulations should be  
integrated with curriculum objectives and should  
provide guidance to direct students to use the simu-  
lations efficiently. (Author/JN)

ED 253 398

SE 045 361

Teters, Peggy Gabel, Dorothy

1982-83 Results of the NSTA Survey of the Needs  
of Elementary Teachers regarding the Teaching  
of Science.

National Science Teachers Association, Washing-  
ton, D.C.

Pub Date—20 Jan 84

Note—208p.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Course Content, Elementary Educa-  
tion, \*Elementary School Science, Elementary  
School Teachers, \*Instructional Improvement,  
National Surveys, \*Needs Assessment, Process  
Education, \*Program Length, Science Course Im-  
provement Projects, Science Curriculum, Science  
Education, \*Science Instruction, Teacher Im-  
provement, \*Teaching Methods, Time Manage-  
ment

Identifiers—Science Education Research

A survey was conducted to determine the needs  
of elementary teachers with respect to the teaching  
of science. Areas addressed in the survey included:  
biological, physical, and earth science topics taught  
at various grade levels; criteria used to select se-  
quencing and content of the science curriculum;  
most common methods of instruction used in the  
teachers' science classroom; process-based national  
curriculum projects used in the last 2 years of sci-  
ence teaching; factors that would be most helpful in  
improving science instruction; areas that hamper  
science planning/instruction; time required by state  
guidelines per week; time required/suggested by  
school district per week; average time of science  
instruction per week; adequacy of science instruc-  
tion in teachers' schools; and science program/cur-  
riculum in use. Each of these areas is discussed in  
terms of six demographic variables, namely: (1)  
grade levels; (2) years of experience in teaching; (3)  
size of school district; (4) region of the United  
States; (5) type of residential setting; and (6) college  
degree(s) held. Findings, among others, indicate  
that few teachers are using the process-oriented cur-  
ricula developed during the 1960's and that instruction  
is fact- and concept-centered rather than process-  
oriented. Recommendations for in-service work-  
shops are made based on these and other find-  
ings. (JN)

ED 253 399

SE 045 362

Core Intentions for Science in the Middle Years.  
The Middle Years Science Curriculum Project.  
Leeds City Council Dept. of Education (England).  
Report No.—ISBN-0-9508-029-0-5

Pub Date—80

Note—206p.

Available from—Leeds City Council Department of  
Education, John Taylor Teachers Centre, 53  
Headingley Lane, Leeds LS6 1AA England (5  
pounds).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Biological Sciences, \*Core Curricu-  
lum, \*Course Descriptions, Curriculum Develop-  
ment, Earth Science, Foreign Countries,  
Intermediate Grades, Junior High Schools,  
\*Physical Sciences, Science Activities, Science  
Curriculum, Science Education, \*Science Instruc-  
tion, \*Secondary School Science

Identifiers—\*Great Britain

This syllabus is organized into 17 sections (or  
"maps") which focus on these topic areas: the earth  
in the universe; variety and adaptation; reproduction;  
growth; food and feeding; sensitivity; micro-  
scopic living things; movement, forces, and  
structures; heat; light and color; sound; magnets and  
magnetism; electricity; water and other liquids; air  
and other gases; materials; and rocks and minerals.  
Each map consists of two parts and a sample scheme  
of work. The first part describes core investigation  
techniques in detail. Examples are given of the kind  
of question or idea which can start an investigation,  
the kind of experimental planning to be done, the  
kind of causal explanations students might give, and  
problems which might be tackled. A complete list of  
core techniques is given for the collecting of evi-  
dence, recording, calculating, and looking for pat-  
terns. The second part describes the development of  
scientific ideas in three categories: core ideas (which  
can be grasped by 13-year-olds); supplementary  
ideas; and extension (abstract) ideas. The sample  
scheme of work lists (with references) a variety of  
activities teachers can use. Information on using the  
maps in program planning, principles underlying a  
description of core science, and core science within  
the whole curriculum is included. (JN)

ED 253 400

SE 045 363

Mathematics Curriculum Study Group. Glossary.

Notes for Teachers of Mathematics, Volume 1.  
Leeds Education Authority (England). Mathemat-  
ics Curriculum Study Group.

Pub Date—Mar 77

Note—21p; For related documents, see SE 045  
364-367.

Available from—Leeds City Council Department of  
Education, John Taylor Teachers Centre, 53  
Headingley Lane, Leeds LS6 1AA England (48  
pounds).

Pub Type—Reference Materials - Vocabular-  
ies/Classifications (134) — Guides - Classroom -  
Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Definitions, Foreign Countries,  
Geometric Concepts, \*Mathematical Vocabulary,  
Mathematics Curriculum, \*Mathematics Educa-  
tion, Middle Schools, \*Number Concepts, Refer-  
ence Materials, Secondary Education, \*Teacher  
Developed Materials

Identifiers—\*England

This is one of a series of monographs developed  
by teachers in middle and high schools near Leeds,  
England. This volume presents a glossary of mathem-  
atical terms, in alphabetical order, each with a  
brief definition. Six appendices contain additional  
topics (cross-referenced in the main list) grouped by  
terms. The topics are: numbers, quadrilaterals, sets,  
symmetry, transformations, and units. (MNS)

ED 253 401

SE 045 364

Mathematics—An Approach for Slow Learners.

Section 1—Structure and Place Value. Notes for  
Teachers of Mathematics, Volume 6.  
Leeds Education Authority (England). Mathemat-  
ics Curriculum Study Group.

Pub Date—Jun 78

Note—11p; For related documents, see SE 045  
363-367.

Available from—Leeds City Council Department of  
Education, John Taylor Teachers Centre, 53  
Headingley Lane, Leeds LS6 1AA England (24  
pounds).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—Educational Games, Elementary Edu-  
cation, \*Elementary School Mathematics, For-  
eign Countries, \*Learning Activities, Low  
Achievement, Manipulative Materials, \*Mathe-  
matics Instruction, \*Number Concepts, Resource  
Materials, \*Slow Learners, \*Teacher Developed  
Materials

Identifiers—England, \*Place Value (Mathematics)

This is one of a series of monographs developed  
by teachers in elementary schools near Leeds, En-  
gland. This document focuses on structure and place  
value. Slow learners in particular need concrete ex-  
periences designed to introduce and later consoli-  
date the idea of place value, and with this in mind  
several activities proven successful with slow learn-  
ers are presented. In the section on structure of  
number, children are introduced to the basic idea of  
grouping in tens using materials whose physical  
properties determine their value. In the other sec-  
tion, the true idea of place value is demon-  
strated—value now depends not upon any physical  
property of the materials but entirely upon the posi-  
tion in which counters, beads, and later, numerals  
are placed. (MNS)

ED 253 402

SE 045 365

Mathematics—An Approach for Slow Learners.

Section 2—The Beginnings of Number. Notes for  
Teachers of Mathematics, Volume 6.  
Leeds Education Authority (England). Mathemat-  
ics Curriculum Study Group.

Pub Date—Jan 81

Note—14p; For related documents, see SE 045  
363-367.

Available from—Leeds City Council Department of  
Education, John Taylor Teachers Centre, 53  
Headingley Lane, Leeds LS6 1AA England (33  
pounds).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—Educational Games, Elementary Edu-  
cation, \*Elementary School Mathematics, For-  
eign Countries, \*Learning Activities, Low  
Achievement, Manipulative Materials, \*Mathe-  
matics Instruction, \*Number Concepts, Primary  
Education, Resource Materials, \*Slow Learners,  
\*Teacher Developed Materials

Identifiers—\*England

This is one of a series of monographs developed  
by teachers in elementary schools near Leeds, En-  
gland. This document focuses on early instruction of  
number concepts. It is considered essential that  
these ideas be presented first in concrete form. The  
working group attempted to provide a detailed pro-  
gression in the developmental stages leading to the  
child's appreciation of the full meaning of the "five-  
ness of five." Activities are included on relation-  
ships and early matching, sorting, matching  
experience leading to an appreciation of one-to-one  
correspondence, comparing and ordering, and  
names and numbers. (MNS)

ED 253 403

SE 045 366

Recommended Arithmetic Methods. Notes for

Teachers of Mathematics, Volume 7.  
Leeds Education Authority (England). Mathemat-  
ics Curriculum Study Group.

Pub Date—[81]

Note—16p; For related documents, see SE 045  
363-367.

Available from—Leeds City Council Department of  
Education, John Taylor Teachers Centre, 53  
Headingley Lane, Leeds LS6 1AA England (37  
pounds).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Algorithms, Decimal Fractions, \*El-  
ementary School Mathematics, Elementary Sec-  
ondary Education, Foreign Countries, Fractions,  
\*Mathematical Vocabulary, Mathematics Curricu-  
lum, \*Mathematics Instruction, Measurement,  
Percentage, Reference Materials, \*Teacher De-  
veloped Materials, \*Teaching Methods

Identifiers—\*England

This is one of a series of monographs developed  
by teachers in schools near Leeds, England. This  
volume focuses on recommended methods for  
teaching operations with whole numbers, fractions,  
decimals, and percentages. For children to attain  
confidence in dealing with arithmetical processes, it  
is considered important that they not be confused

by changes in methods or modes of presentation which they might encounter on transferring to a different school or teacher. Thus, certain methods are recommended to encourage some measure of uniformity of practice in primary, junior, and middle schools. The sections contain the four rules applied to: whole numbers; fractions; decimals; decimal presentation of metric units; money; and conversion of decimals, fractions, and percentages. (MNS)

**ED 253 404** SE 045 367

**Mathematics: Guidelines for the Curriculum.** Notes for Teachers of Mathematics, Volume 8. Leeds Education Authority (England). Mathematics Curriculum Study Group.

Pub Date—[82]

Note—54p; For related documents, see SE 045 363-367.

Available from—Leeds City Council Department of Education, John Taylor Teachers Centre, 53 Headingley Lane, Leeds LS6 1AA England (1.5 pounds).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Curriculum Development, Elementary Secondary Education, Foreign Countries, \*Guidelines, \*Mathematics Curriculum, \*Mathematics Education, Mathematics Instruction, Reference Materials, \*Teacher Developed Materials Identifiers—\*England

This is one of a series of monographs developed by teachers in schools near Leeds, England. It reports on a 4-year examination of possible levels of attainment in mathematics at all ages of compulsory education. It has been planned according to the age of the pupil, and at three levels corresponding to below average, average, and above average pupils. An introductory chart indicates at what stage in a pupil's career a particular mathematical topic could be introduced, but it does not cover revision or re-introduction of the topic, a matter which is left to the discretion of the teacher. The headings have been chosen to cover the full range of the project and therefore certain topics and vocabulary might not be appropriate in some age groups. In all, 36 stages are outlined, with the topics to be included at each stage presented. An appendix outlines the metric system. (MNS)

**ED 253 405** SE 045 369

Castillon, David A.

**Biogeography of Missouri. Instructional Unit.** Conservation Education Series.

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—37p.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Animals, Biology, \*Conservation Education, \*Ecology, \*Geographic Distribution, Geography, Geography Instruction, Secondary Education, \*Secondary School Science, \*Social Studies, Units of Study Identifiers—\*Biogeography, \*Missouri, Plants (Botany)

This unit is designed to help social studies or science teachers incorporate ecological concepts into the teaching of science and Missouri geography. The unit includes: (1) a topic outline; (2) general unit objectives; (3) an introduction to basic biogeographical concepts; (4) descriptions of the glaciated prairie, unglaciated prairie, ozark, and southeastern lowland biogeographical regions in Missouri (each description providing information on the region's landforms, climate, soils, plants, and animals); (5) lesson plans on the basic biogeography of Missouri and the four regions (each plan consisting of a list of materials needed, a list of objectives, and instructional strategies); (6) glossary; (7) list of references; and (8) appendices. The appendices include overhead transparency masters, a list of Basic Essential Skills Test objectives (for mathematics and reading/language arts) covered by the unit, and unit test (with answers). (JN)

**ED 253 406** SE 045 370

Castillon, David A.

**Soil Formation and Distribution in Missouri. Instructional Unit.** Conservation Education Series. Missouri State Dept. of Conservation, Jefferson

City. Conservation Education Unit.

Pub Date—84

Note—37p.

Available from—Education Section, Missouri Dept. of Conservation, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Agriculture, \*Conservation Education, \*Geography, Geography Instruction, Physical Environment, Science Curriculum, Secondary Education, Secondary School Science, \*Soil Conservation, \*Soil Science, Units of Study, Vocational Education

Identifiers—\*Missouri

This unit is designed to help vocational agriculture teachers incorporate information on soil formation and the soils geography of Missouri into their curriculum. The unit consists of: (1) a topic outline; (2) general unit objectives; (3) discussions of processes and factors of soil formation, the soils geography of Missouri, and some soil conservation practices; (4) lesson plans for these three topic areas (each plan consisting of a list of materials needed, a list of objectives, and instructional strategies); (5) a glossary; (6) a bibliography and sources of additional information; and (7) appendices. The appendices include overhead transparency masters, a crossword puzzle, a unit test (with answers), a list of Basic Essential Skills Test objectives (for reading/language arts, mathematics, and government/economics) covered by the unit, and lists of conservation education consultants and outdoor skills education specialists in Missouri. (JN)

**ED 253 407**

SE 045 371

Pylant, Jim

**The Missouri Deer Game. A Wildlife Conservation Action Game for 15-40 Players, Ages 10-Adult.** Instructional Unit. Conservation Education Series.

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—50p.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Animals, \*Conservation Education, \*Ecology, \*Educational Games, Elementary Secondary Education, Science Education, Units of Study, \*Wildlife, \*Wildlife Management Identifiers—\*Deer, \*Missouri

This unit consists of a four-part game designed to provide students with a basic understanding of four possible interactions between animal populations. Management of the white-tailed deer, one of the most abundant large wild animals in Missouri, is the central focus of the game. Included with the unit are: (1) unit objectives; (2) pre-game preparation instructions; (3) instructions for each part of the game; (4) enrichment activities; (5) a glossary; (6) a quiz (with answers); (7) lists of visual aids and references; and (8) appendices. The appendices include background information on the white-tailed deer, a list of Basic Essential Skills Test objectives (for reading/language arts, mathematics, and government/economics) covered by the unit, playing pieces, and lists of conservation education consultants and outdoor skills education specialists in Missouri. The game is ideal for teaching: carrying capacity; communication skills; conservation; decision-making; ecology; food chains; food webs; quantitative thinking; resource management; scientific understanding; social science processes; and wildlife management. Recommended audiences include science classes, social studies classes, vocational agriculture classes, upper elementary classes, in-service teacher groups, environmental organizations, scout groups, summer camps, 4-H clubs, and adults. (JN)

**ED 253 408**

SE 045 372

Jackson, Jim

**Ecology of Missouri Forests. Instructional Unit.** Conservation Education Series.

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—51p.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Agriculture, Climate, \*Conservation

Education, \*Ecology, \*Forestry, Secondary Education, \*Secondary School Science, \*Social Studies, Soil Science, \*Trees, Units of Study, Vocational Education Identifiers—\*Missouri

This unit is designed to help science, social studies, vocational agriculture, and other teachers incorporate forest ecology concepts into their subject matter. The unit includes: (1) topic outline; (2) unit objectives; (3) background information on climate and soils, levels of a deciduous forest, age classes, food and energy relationships, forest succession, and Missouri tree associations (focusing on upland forests, floodplain forests, and woodland edges); (4) lesson plans for each of these topic areas (each plan consisting of a list of materials needed, a list of objectives, and instructional strategies); (5) a glossary; (6) a bibliography; and (7) appendices. The appendices include overhead transparency masters, a list of Basic Essential Skills Test objectives (for reading/language arts, mathematics, and government/economics) covered by the unit, a unit test (with answers), and lists of conservation education consultants and outdoor skills education specialists in Missouri. (JN)

**ED 253 409**

SE 045 373

**An Ecological Approach to Conservation Education. Instructor Reference Manual. A Supplement to Conservation Education Programs of the Missouri Department of Conservation Education Section.**

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—52p.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Conservation (Environment), \*Conservation Education, \*Ecology, Elementary Secondary Education, Field Trips, Language Arts, \*Physical Environment, \*Science Education, \*Social Studies, \*Teaching Methods, Units of Study Identifiers—\*Missouri

This reference manual is designed to help teachers integrate conservation education into their curriculum. It includes: (1) a topic outline; (2) background information (including discussions of the meaning of conservation, levels of conservation effort, scope of environmental conservation, the need for conservation, basic ecological understandings, and man's ecological relationships); (3) teaching methods (including suggestions for field trips and strategies for these subject areas—biology, chemistry, physics, earth science, social sciences, language arts, art, music, mathematics, home economics, industrial arts, physical education, and driver education); (4) lesson plans for the study of ecological conservation, basic ecological understandings, and man's ecological relationships (each plan providing lesson objectives, instructional strategies, and when applicable, a list of materials needed); (5) a glossary; and (6) appendices. The appendices include an overhead transparency master, student handouts, a test (with answers), and lists of conservation education consultants and outdoor skills education specialists in Missouri. (Although the lesson plans are designed for use with junior and senior high school students, elements of the narrative and plans may be adapted to all grade levels.) (JN)

**ED 253 410**

SE 045 374

Jenkins, Neil, Comp.

**A Glossary of Selected Terms of Conservation, Ecology and Resource Use. Instructor Reference Manual. A Supplement to Conservation Education Programs of the Missouri Department of Conservation Education Section.**

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—83p.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Reference Materials - Vocabulary/Classifications (134)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Conservation (Environment), \*Conservation Education, \*Definitions, \*Ecology, Elementary Secondary Education, Glossaries, \*Land Use, \*Natural Resources, Science Education Identifiers—\*Missouri



This reference manual is a glossary of words and terms related to conservation, ecology, and land use. The words and terms selected are those most likely to be encountered in textbooks and periodicals not intended for the professional resource manager or specialist. The glossary is intended to be used by Missouri teachers and youth group leaders. (Lists of conservation education consultants and outdoor skills education specialists in Missouri are appended.) (JN)

**ED 253 411** SE 045 375  
Crawford, Hollis D.

Missouri Conservation Frontiers Program Guide.  
A Conservation Action Program of the Missouri Department of Conservation.

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—[84]  
Note—18p; For a related document, see SE 045 376.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Conservation (Environment), \*Conservation Education, Elementary Secondary Education, \*Learning Activities, \*Natural Resources, Program Descriptions, Science Education, \*Student Projects

Identifiers—\*Missouri

"Missouri Conservation Frontiers" is an activity-oriented program dealing with conservation of natural resources. The program, designed for youth between the ages of 8 and 16, provides a system of activities and awards which can be adapted in any classroom, youth group, or organization in Missouri. In addition, teachers may involve their students in the program as the award component of the "Learning with Otis" elementary school program. This guide includes: (1) a description of the program; (2) instructions for beginning the program; (3) a description of the four levels for achievement in the program (and the requirements for attaining each level); and (4) the schedule of merit points. This schedule (which makes up the major portion of the guide) is a list of 73 self-improvement and activity projects which participants may complete. Although most activities are designed to be completed individually by the participant, several require some assistance from parents, leaders, teachers, or other individuals. A sample pledge card which students sign to enroll in the program is included. (JN)

**ED 253 412** SE 045 376  
Haley-Oliphant, Ann Behrens, Larry

Learning with Otis. A Conservation Education Activities Book, Grade 3.

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—127p; Conservation poster chart to be used in conjunction with the Conservation Chart text has not been included for filming by EDRS. For a related document, see SE 045 375.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Conservation (Environment), \*Conservation Education, \*Ecology, Elementary Education, Elementary School Science, Geology, Land Use, \*Learning Activities, \*Science Activities, Science Education, Soil Science, \*Wildlife

Identifiers—\*Missouri

The Learning with Otis program is designed to provide elementary school teachers with practical conservation education activities which should be infused into the existing curriculum on a regular basis. Although many of these activities are science-oriented, the program is not, and should not be considered a science curriculum exclusively. This activity book is the basic component of the program. It consists of lesson plans and student materials organized into eight topic areas: ecology; geology; soil relationships; land use; conservation ethics; wildlife; plants; and water and aquatic life. Each lesson plan includes: (1) the number(s) of Basic Essential Skills Test (BEST) objectives and conservation concepts fostered in the lesson; (2) specific lesson objectives; (3) a list of materials needed; (4) a glossary (called teacher resource words); (5) instructional strategies; (6) suggested student activities; and (7) when appli-

cable, answers to student materials. Numbered lists of conservation education concepts and BEST objectives (for reading/language arts, mathematics, and government/economics) are included. The text for a conservation chart used with the first lesson on land use is included. (JN)

**ED 253 413** SE 045 377  
Griffin, Sherri

Conservation Seeds Activities Book. An Early Childhood Conservation Education Program.

Missouri State Dept. of Conservation, Jefferson City. Conservation Education Unit.

Pub Date—84

Note—172p; The posters and animal and habitat cards referenced in this document have not been included for filming by EDRS.

Available from—Education Section, Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Conservation (Environment), \*Conservation Education, Early Childhood Education, \*Learning Activities

This activities book is used with an early childhood conservation education program. The activities are presented in four color-coded sections, each section representing one of the four seasons. Each activity includes a statement of purpose, list of materials needed, instructional strategies, and a list of supplementary activities. In addition to a table of contents, an index is provided to enable teachers to find activities by topics that are applicable to more than one season. Subject areas in this index are: animals; birds; food chains; hibernation; harvest; insects and spiders; land use; pioneers; plants; pollution; seeds; soil; trees; and weather. The program includes a set of posters (one for each season), with directions for their use provided in this book. The program also includes pictures of 24 Missouri animals and four different habitat types in four seasons. Program resources (including a list of children's books) and introductory comments are included. (JN)

**ED 253 414** SE 045 379  
Yambert, Paul A. And Others

Connections In Our World: Focus on Environmental Education.

Spons Agency—National Academy of Education, Washington, D.C.; Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date—[84]

Contract—TV-65224A

Note—12p.

Available from—Ronna Dillon, Dept. of Educational Psychology, Southern Illinois University, Carbondale, IL 62901 (slide/tape version).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, \*Ecology, \*Energy, \*Environmental Education, \*Ethics, Intermediate Grades, Junior High Schools, \*Pollution, \*Quality of Life

This booklet presents the text for an environmental education learning sequence designed to enhance environmental knowledge and environmental ethics by providing information about: (1) energy; (2) pollution; (3) interrelationships; (4) impacts; (5) cycles; and (6) quality of life. The sequence, suitable for students in grades 5 through 8, is based on accepted principles of developmental psychology in both the cognitive and affective domains. In addition, the sequence has been specifically constructed to provide data regarding levels of maturation within these domains. In the case of environmental ethics, the sequence conforms closely to the three Kohlbergian levels of moral development. This theoretical grounding results in more effective learning and in obtaining informative data about learners' levels of thinking and problem-solving. (JN)

**ED 253 415** SE 045 380  
Ediger, Marlow

Philosophy of Microcomputer Use in the Mathematics Curriculum.

Pub Date—[84]

Note—29p.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Computer Oriented Programs, Computer Simulation, Computer Software, Drills (Practice), \*Educational Philosophy, Elementary Secondary Education, Mathematics Curriculum,

\*Mathematics Education, \*Mathematics Instruction, \*Microcomputers, Problem Solving, \*Programmed Instruction, Remedial Instruction, Word Processing, Workshops

How microcomputers are to be utilized in on-going mathematics instruction is discussed. In the first section, the ideas of Skinner are considered in relation to microcomputer use. How computer-assisted instruction would appear when Skinner's programmed learning suggestions are followed is described, and other points of his philosophical beliefs are discussed. In the next section, the use of microcomputers for drill and practice is noted, with questions raised. The use of word processing in the mathematics curriculum and in particular in problem solving is next discussed. This leads to a discussion of the broader meaning of problem solving. The fifth section considers remedial work, with characteristics of useful software listed. Next, the usefulness of simulations is discussed, followed by sections on tutorial concepts, correlating mathematics with other curricular areas, computer managed instruction, and computer literacy. In-service education with computers is the subject of the final section, emphasizing teacher workshops. (MNS)

**ED 253 416** SE 045 381  
Berry, Lois Langford

Problem Solving in the Elementary School Mathematics Curriculum.

Pub Date—Nov 84

Note—46p; Exit Project, Indiana University at South Bend.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Change, Educational Research, Elementary Education, \*Elementary School Mathematics, Literature Reviews, \*Mathematics Instruction, \*Problem Solving, Research Utilization

Identifiers—\*Mathematics Education Research

The purpose of this study was to examine the literature to find out if the recommendation by the National Council of Teachers of Mathematics (NCTM) that mathematics education should focus on problem-solving in the 1980s was being implemented or had caused any changes in the approach to teaching mathematics in the school curriculum. The study also sought to determine what materials are available for teachers who want to incorporate problem-solving instruction into the classroom mathematics program. The first part of the study presented annotated references on definitions of what mathematical problem-solving is and why it should be the focus of school mathematics programs. The middle section included annotated references on test results and research findings, in an attempt to determine if changes in programs have resulted from the NCTM recommendation and whether research has provided any clues about how to most effectively develop problem-solvers. Finally, proposals for future implementation of problem-solving-centered mathematics programs were formulated, based on information gained from research studies. A summary and conclusions are also presented. (MNS)

**ED 253 417** SE 045 384  
Blackburn, Katie

The Path from Algebra I to Geometry to Algebra II to Developmental Studies Mathematics.

Pub Date—Sep 84

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Algebra, \*College Mathematics, Developmental Studies Programs, Educational Research, Error Patterns, Higher Education, Mathematics Curriculum, \*Mathematics Instruction, \*Remedial Instruction, \*Testing

Identifiers—Georgia, \*Mathematics Education Research

Nearly 48 percent of the students in Developmental Studies Mathematics courses at a major southern university during the fall of 1983 had taken college preparatory mathematics courses in high school. Some had even taken trigonometry, pre-calculus, or calculus. Yet, they were placed in university developmental studies mathematics courses because they had not met the university's criteria for regular admission (based on a sliding scale of SAT scores and high school grade point averages). These students were administered the Intermediate Algebra Skills test developed by the College Board. An item analysis was conducted to determine what algebraic skills

these students lacked after nearly four years of college preparatory mathematics. More than 50 percent of these students could not solve problems involving recall of a formula or standard form such as the quadratic equation, slope of a line, the distance formula, or the slope-intercept of a line. It is recommended that high school students be provided an ongoing review of algebraic formulas (particularly linear and quadratic equations) and afforded ample opportunities to apply these formulas in problem solving situations. (Author)

ED 253 418 SE 045 385

Entine, Lynn Fisher, Ellen, Ed.  
Our Great Lakes Connection. A Curriculum Guide for Grades Kindergarten through Eight.  
Wisconsin Univ., Madison. Univ. Extension. Environmental Resources Center.  
Spons Agency—Joyce Foundation, Chicago, IL.  
Pub Date—83

Note—210p. Also sponsored by the Wisconsin Coastal Management Program.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Curriculum Guides, Drama, Elementary Education, \*Elementary School Science, Environmental Education, Geography, History, Interdisciplinary Approach, Junior High Schools, \*Language Arts, \*Learning Activities, \*Marine Education, Navigation, Science Education, \*Social Studies, \*Water Resources

Identifiers—\*Great Lakes

Presented are 24 activities which focus on various topics related to the Great Lakes. These activities, suitable for students in kindergarten through grade 8, are designed to fit into existing geography, science, language arts, drama, history, social studies, and economics curricula. In addition to providing information about the Great Lakes, the activities are intended to help students develop their observational, creative, inquiry, analytical, and problem-solving skills. Each activity includes: (1) background information; (2) recommended grade level(s); (3) recommended subject area(s); (4) procedures; (5) extension activities; and (6) list of resources. Student materials (such as worksheets and game sheets) are included when applicable. (JN)

ED 253 419 SE 045 386

Burdorf, Kenneth White, Kristine  
Academic Research Equipment in the Physical and Computer Sciences and Engineering. An Analysis of Findings from Phase I of the National Science Foundation's National Survey of Academic Research Instruments and Instrumentation Needs.

Westat Resrch, Inc., Rockville, Md.  
Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Pub Date—Dec 84

Contract—NSF-SRS-8017873

Note—132p.

Pub Type—Reports - Evaluative (142) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Computer Science, Costs, \*Engineering, Equipment Evaluation, Financial Support, Higher Education, \*Instrumentation, \*Laboratory Equipment, National Surveys, Needs, Obsolescence, \*Physical Sciences, \*Science Equipment, \*Scientific Research

Identifiers—National Science Foundation

This report presents information from phase I of a survey designed to develop quantitative indicators of the current national stock, cost/investment, condition, obsolescence, utilization, and need for major research instruments in academic settings. Data for phase I (which focused on the physical and computer sciences and engineering) were obtained from department heads and from faculty scientists and engineers at a stratified probability sample of 43 universities (excluding federally-funded research development centers). These data are discussed and analyzed in a final section with respect to six major topic areas: (1) department heads' assessments of instrumentation needs and priorities; (2) amounts and costs of research equipment in the 1982 national stock; (3) instrumentation age and condition; (4) funding patterns; (5) instrumentation location and usage; and (6) instrumentation maintenance and repair. Technical notes, questionnaire used, detailed statistical tables, and other information are provided in appendices. Among the findings noted are those indicating that research personnel cannot conduct critical experiments in important subject

areas due to lack of equipment and that the top priority need is for upgrading and expanding equipment in the \$10,000 to \$1,000,000 range. (JN)

ED 253 420 SE 045 387

Global Resources, Environment, and Population Act of 1983. Hearing before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Eighth Congress, Second Session on H. R. 2491 (July 26, 1984). Serial No. 98-49.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Pub Date—84

Note—147p.

Available from—U.S. Government Printing Office,

Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Federal Legislation, Futures (of Society), Global Approach, Hearings, \*Natural Resources, \*Physical Environment, Policy Formation, \*Population Growth, \*Population Trends

Identifiers—Congress 98th, Proposed Legislation

These hearings focused on issues and topics related to House Resolution 2491. The major purposes of this proposed legislation are to: (1) establish in the federal government a global foresight capability with respect to natural resources, the environment, and population; (2) establish a national population policy; and (3) establish an interagency council on global resources, environment, and population. Included are the statements of: Representative Katie Hall (Indiana), chairman of the Subcommittee on Census and Population; Representative Richard Ottinger (New York), author of the legislation; Representative Bob Edgar (Pennsylvania); and representatives from the following: Organization of the Joint Chiefs of Staff; Bureau of the Census; Zero Population Growth; League of United Latin American Citizens; the Environmental Fund; and the National Audubon Society. Also included are statements submitted by: The National Wildlife Federation; the Sierra Club of San Francisco; Population Communication; the Society of American Foresters; four chapters of Zero Population Growth (Los Angeles, Minnesota, Seattle, and San Diego); as well as the Assistant Secretary of Agriculture for Economics. Among the areas addressed during the hearings were: the need for the legislation (including a need based on the purported relationship between population increase and specific American environmental problems); population trends; implications of continued population growth; and opposition to the legislation (such as the view that the legislation is biased against certain population groups). (JN)

ED 253 421 SE 045 388

Physics 200, 300 Interim Guide.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-86497-133-8

Pub Date—84

Note—373p. Replaces an earlier guide (1974).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Behavioral Objectives, Core Curriculum, \*Course Descriptions, \*Course Objectives, Curriculum Development, Foreign Countries, High Schools, \*Physics, Science Curriculum, Science Education, \*Science Programs, \*Secondary School Science

Identifiers—\*Manitoba

This guide, developed for the physics 200, 300 program in Manitoba, is designed to articulate with previous science courses; provide concepts, processes, and skills which will enable students to continue in physics-related areas; and relate physics to practical applications in everyday life. It includes a program overview (with program goals and objectives for physics 200 and physics 300), information for implementing the program, and unit design charts for physics 200 and 300 core and optional topics. Physics 200 core topics include linear kinematics, vectors, motion (Newton's first and second laws of motion and circular motion), momentum and impulse, and work and energy; optional topics include solar energy, fluids and hydraulic devices, heat and energy conservation, and earth and sky motions. Physics 300 core topics include waves, static electricity, fields and forces, basic electrical circuits, basic magnetism, electromagnetic induction and alternating current; optional topics include sound, light, sunburn, earthquake prediction, alter-

native energy sources, science/technology/society, and special relativity. Provided for each of these topic areas is the rationale for its inclusion into the course, recommended time, and objectives with notes to the teacher. These notes include references to chapters in physics textbooks, comments about demonstrations, instructions for experiments, or other pertinent information. (JN)

ED 253 422 SE 045 389

Chemistry 200, 300 Interim Guide.

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0159-7

Pub Date—84

Note—325p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Behavioral Objectives, \*Chemistry, \*Core Curriculum, \*Course Descriptions, \*Course Objectives, Foreign Countries, High Schools, Science Curriculum, Science Education, \*Science Programs, \*Secondary School Science

Identifiers—\*Manitoba

This guide, developed for the chemistry 200, 300 program in Manitoba, is designed to articulate with previous science courses, provide concepts, processes, and skills which will enable students to continue in chemistry-related areas, and relate chemistry to practical applications in everyday life. It includes a program overview (with program goals and objectives for chemistry 200 and 300), information for implementing the program, and unit design charts for chemistry 200 and 300 core and optional topics. Chemistry 200 core topics include the periodic table and its elements, matter, organic chemistry, gases, and solutions; optional topics include chemistry of photography, energy, polymers, chemistry of food additives, and chemicals as drugs. Chemistry 300 core topics include electronic structure, bonding, and the periodic table; reaction rate and chemical equilibrium; ionic equilibrium (acids and bases); solubility; and oxidation/reduction reactions; optional topics include analytical chemistry, metallurgy, consumer chemistry, environmental chemistry, and the chemistry of food production. Provided for each of these topic areas is the rationale for its inclusion into the course, recommended time, and objectives (with each objective keyed to suggested activities and references). (JN)

ED 253 423 SE 045 390

Grenstone, Sid

Astronomy Activities.

Manitoba Dept. of Education, Winnipeg.

Pub Date—84

Note—118p. Booklet was designed to be used in conjunction with a teacher workshop on astronomy.

Pub Type—Guides - Classroom - Teacher (052) —

Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Astronomy, \*Audiovisual Aids, Foreign Countries, \*Instructional Materials, Resource Materials, \*Science Activities, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Science

Identifiers—\*Manitoba, Star Charts, Telescopes

This document consists of activities and references for teaching astronomy. The activities (which include objectives, list of materials needed, and procedures) focus on: observing the Big Dipper and locating the North Star; examining the Big Dipper's stars; making and using an astrolabe; examining retrograde motion of Mars; measuring the Sun's diameter; finding the Sun's altitude and azimuth; observing sunspots; examining sunspot numbers over time; classifying stars; using a model to demonstrate the expanding universe; and making a moon phase model. The references include: a list of suppliers for audio-visual aids used in teaching astronomy; descriptions (and sources) of star charts and telescopes; an annotated list of astronomy periodicals; a list of professional astronomy organizations; articles by John Percy (including "Astronomy in the Classroom—Some New Resource Material," "Astronomy in Your Classroom," "Education in Astronomy: A Review," and "The Teaching of Astronomy in Canadian Schools"); several additional articles, including "Readily Observable Phenomena" by Dave Berryman, "The Mysterious Satellites of Saturn" and "Jupital Watch Continues—Jupiter Revealed" by Chandra Madhosingh, and "How to See the End of Night as the World Turns" by Allan Wootton; sky charts; a description of teaching styles related to astrological signs; and other materials. (JN)

**ED 253 424** SE 045 391  
**Exercises to Accompany Mathematics 301. Curriculum Support Series.**

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0162-7

Pub Date—84

Note—317p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—Answer Keys, \*Curriculum Development, \*Instructional Materials, Learning Activities, Mathematics Curriculum, \*Mathematics Instruction, \*Problem Sets, Problem Solving, \*Resource Materials, Secondary Education, \*Secondary School Mathematics, Teacher Developed Materials

Identifiers—Manitoba

These sample problems, exercises, questions, and projects were compiled to supplement the guide for the Manitoba course Mathematics 301 in order to assist teachers in implementing the program. Arranged according to the modules of the course guide, they are coded to the objectives of the program. Review exercises follow either the subtopics within a module or the entire unit. Answers for all exercises are provided at the end of each unit. Exercises are provided for both core topics and optional topics. Core topics are: consumer mathematics (budgeting, taxation, insurance, mortgages), algebra (algebraic operations, equation solving, graphing, variation), trigonometry, and statistics. Optional topics are annuities, depreciation and distribution of overhead costs, digital logic, investments, interpretation of graphs, quadratic equations, permutations and combinations, and statistics (standard deviation, normal curve). (MNS)

**ED 253 425** SE 045 392  
**Problem Solving Handbook for Grades 7, 8, 9 Mathematics. Curriculum Support Series.**

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-86497-104-4

Pub Date—82

Note—129p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Answer Keys, Curriculum Development, \*Junior High School Students, \*Mathematics Instruction, \*Problem Sets, \*Problem Solving, \*Resource Materials, Secondary Education, \*Secondary School Mathematics, Teacher Developed Materials, Teaching Methods

Identifiers—Manitoba

This curriculum support document, developed by a committee of teachers in Manitoba, contains information and practical applications dealing with key concepts of problem solving in mathematics for grades 7, 8, and 9. Contained in the handbook are: (1) an introduction that establishes the background and identifies the goal and objectives of the handbook; (2) a general overview of problem solving that describes key strategies with appropriate examples and provides suggestions on teaching techniques; (3) problem-solving sheets, grouped into sections by grade level and including answers and selected solutions, with a curriculum chart preceding each section; and (4) a bibliography of problem-solving resources. (MNS)

**ED 253 426** SE 045 393  
**Problem Solving Handbook for Grades 3-6 Mathematics. Curriculum Support Series.**

Manitoba Dept. of Education, Winnipeg.

Report No.—ISBN-0-7711-0158-9

Pub Date—84

Note—220p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Answer Keys, Curriculum Development, Elementary Education, \*Elementary School Mathematics, \*Intermediate Grades, \*Mathematics Instruction, \*Problem Sets, \*Problem Solving, \*Resource Materials, Teacher Developed Materials, Teaching Methods

Identifiers—Manitoba

This handbook, developed by teachers in Manitoba, has been structured to provide teachers in grades 3 through 6 with a resource for teaching problem solving in mathematics. It consists of four sections. The first section establishes the background and states the purposes of the handbook. The second section provides a general overview of problem solving. It identifies two types of problems (routine and nonroutine) and outlines the step generally used to solve problems. Also described, with

examples, are key problem-solving strategies commonly used in grades 3 through 6. The third section includes sheets of selected problems for each grade. Most of these problems are sorted according to strategies and are structured to interface with key mathematics topics in the curriculum. A curriculum chart for each grade is given, and additional sheets of problems, not identified with specific strategies, are also included. The fourth section contains a list of reference materials on problem solving. (MNS)

**ED 253 427** SE 045 396  
**Basic Genetics: A Human Approach.**

Biological Sciences Curriculum Study, Colorado Springs, CO. Center for Education in Human and Medical Genetics.

Spons. Agency—National Science Foundation,

Washington, D.C.

Report No.—ISBN-0-8403-3552-0

Pub Date—85

Grant—NSF-SED-7918983

Note—122p; Also sponsored by the Cystic Fibrosis Foundation.

Available from—Kendall/Hunt Publishing Co.,

2460 Kerper Blvd., Dubuque, IA 52001.

Pub Type—Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—\*Bioethics, \*Biology, \*Congenital Impairments, Genetic Engineering, \*Genetics, \*Heredity, High Schools, Intelligence, Medicine, Prenatal Influences, Reproduction (Biology), Science Education, \*Secondary School Science, Sex This document (which has the form of a magazine) provides a variety of articles, stories, editorials, letters, interviews, and other types of magazine features (such as book reviews) which focus on human genetics. In addition to providing information about the principles of genetics, nearly all of the sections in the "magazine" address moral, ethical, and legal issues that arise from new knowledge and technology in genetics. Among the topic areas considered are: families living with cystic fibrosis; constructing and learning from human pedigrees; genetics and the environment; human chromosomes; blood types; human variability; chemicals and mutations; sex determination and differentiation; X-linked inheritance; genetics and ethics; amniocentesis; genetic counseling; careers in genetics; genetics in history and literature; gene mapping; and genetic engineering. (JN)

**ED 253 428** SE 045 397  
**Blaser, Patricia E., Ed. Helgeson, Stanley L., Ed. Investigations in Science Education. Volume 10, Number 3.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—84

Note—77p.

Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n3 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, \*Cognitive Development, \*Cognitive Processes, \*Concept Formation, Developmental Stages, Elementary Secondary Education, Higher Education, \*Learning, Locus of Control, Problem Solving, \*Science Education, \*Science Instruction

Identifiers—\*Science Education Research, Time Series Analysis

Presented are abstracts and abstractors' analyses of 10 studies related, in some manner, to learning. These studies focus on: (1) problem-solving processes used by experts and novices as they worked five mechanics problems (J. H. Larkin and F. Reif); (2) formal reasoning patterns of Italian high school students (M. L. Aiello-Nicosia, et al.); (3) the extent to which instructional and aptitude variable correlate with cognitive level (G. J. Pallrand and V. Moratti); (4) the development of correlational reasoning (A. Lawson et al.); (5) science learning when preadolescent children and their parents learn science content together (E. D. Genuaro et al.); (6) the relationship between formal reasoning ability and locus of control, academic engagement, and integrated process skill development (K. G. Tobin and W. Capie); (7) the development of hierarchical classifica-

tion ability and the age at which this ability appears to be fully developed (W. E. Lowell); (8) relations of student, teacher, and learning environment variables to science learning attitudes (T. Haladyna et al.); (9) the effects to two small-group instructional strategies on children's nonvisual spatial abilities (M. J. Padilla and L. Ollila); and (11) the use of a time series design to examine concept development (V. Mayer and H. J. Kozlowski). (JN)

**ED 253 429** SE 045 398  
**Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed. Investigations in Science Education. Volume 10, Number 4.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—84

Note—74p.

Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Science Education; v10 n4 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, Higher Education, \*Inservice Teacher Education, \*Preservice Teacher Education, Process Education, Program Evaluation, \*Science Education, \*Science Instruction, Science Teachers, Scientific Literacy, Sex Differences, \*Teacher Attitudes, Teacher Education, Teacher Education Curriculum, Teaching Methods

Identifiers—\*Misconceptions, \*Science Education Research

Presented are abstracts and abstractors' analyses of eight studies related to teacher education and two studies related to the nature of science. Analyses in the area of teacher education are on studies of attitudes of elementary teachers in Trinidad and Tobago (P. Fraser-Abder and R. Shrigley); educators' categorizations of different models of teaching (H. L. Jones et al.); the effects of televised instruction on attitudes of in-service elementary teachers (D. S. Sheldon and D. Halverson); methodologies used to evaluate teacher education programs (G. D. Herman and R. Willings); methods for improving preservice elementary teachers' process skills (D. Gabel and P. Rubba); student teachers' competency in diagnosing student misconceptions (J. Nusbaum); teachers' perceptions concerning the relative importance of some curricular objectives (R. A. Schibeci); and the characteristics of male and female science teachers (in an attempt to identify factors that attract people to a particular career choice) (W. W. Welch and F. Lawrenz). Analyses related to the nature of science (critiques and responses) are on studies of junior high school students' adherence to certain misconceptions about the nature of science (P. A. Rubba et al.) and science teachers' concepts of the nature of science (M. B. Ogunniyi). Responses to the analyses by the authors of the last two studies are included. (JN)

**ED 253 430** SE 045 399  
**Moyer, Wayne A., Mayer, William V. A Consumer's Guide to Biology Textbooks 1985.**

People for the American Way, Washington, DC.

Pub Date—85

Note—127p.

Available from—People for the American Way, 1424 16th St., N.W., Suite 601, Washington, DC 20036.

Pub Type—Information Analyses (070) — Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Biology, Creationism, Evaluation Criteria, \*Evolution, High Schools, Science Education, \*Secondary School Science, \*Textbook Content, \*Textbook Evaluation, \*Textbooks, Textbook Selection

Presented are critical reviews of 18 biology textbooks submitted for consideration by the Texas State Board of Education during 1984. These reviews are provided in three categories: (1) general biology textbooks: "Biology and Human Progress"—Prentice Hall; "Scott, Foresman Life Science"—Scott, Foresman; "Living Things"—Holt, Rinehart, and Winston; "Biology: An Everyday Experience"—Charles E. Merrill; "Biology For Liv-



ing—Silver Burdett; and "Biology: The Key Ideas"—Prentice-Hall; (2) academic biology textbooks: "Biological Science: An Ecological Approach"—Houghton, Mifflin; "MacMillan Biology"—MacMillan; "Addison-Wesley Biology"—Addison-Wesley; "Scott, Foresman Biology"—Scott, Foresman; "Heath Biology"—D.C. Heath; "Biology Living Systems"—Charles E. Merrill; "Modern Biology"—Holt, Rinehart, and Winston; "Prentice-Hall Biology"—Prentice-Hall; and (3) advanced biology textbooks "Biological Science: Interactions of Experiments and Ideas"—Prentice-Hall; "Biology," 2nd Edition—Saunders; and "Biology," 5th Edition—Addison-Wesley. Each review includes general comments and references to specific page(s) in the textbook. Also included are 10 criteria to evaluate the treatment of science, a brief description of the methods and limits of science, analysis of creationist arguments and their scientific refutation, and testimony (by Bassett Maguire and Steven Schafersman) presented to the Texas textbook committee. (JN)

ED 253 431 SE 045 401

Leigh, Robert K. And Others

A Comparison of Third Grade Student Performance in Division of Whole Numbers Using a Microcomputer Drill Program and a Print Drill Program.

Pub Date—Nov 84

Note—16p.; Paper presented at the Annual Mid-South Educational Research Conference (New Orleans, LA, November, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Division, \*Drills (Practice), Educational Research, \*Elementary School Mathematics, Grade 3, \*Mathematics Instruction, \*Microcomputers, Primary Education

Identifiers—\*Mathematics Education Research

Compared were the performance of third grade pupils on division of whole numbers using a commercial microcomputer drill program (Milliken Publishing Company Math Sequence) with the performance of another group using printed drill materials (mimeographed sheets of 50 problems from each level of the computer drill program). Using a matched pairs design, 48 students from three third-grade classes in an affluent suburban school district in the Southeast were allocated to the computer or paper drill group. No significant difference between the two groups was found on the pretest. The difference between the two groups on the progress test administered at the end of the first week was significant, but on all other progress tests and on the posttest no significant differences in mean performance were found. Student progress toward mastery favored the print group. At the end of the 5-week study, 20 members of the print group and 18 members of the computer group met the specified mastery criterion of 90 percent on the 50-item test. Thus, the sound, color, graphics, and immediate feedback in the computer program had no apparent effect on student achievement and were not as efficient in enabling students to reach the specified mastery level. (MNS)

ED 253 432 SE 045 403

Moser, James M., Ed.

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (6th, Madison, WI, October 3-6, 1984).

International Group for the Psychology of Mathematics Education. North American Chapter. Spons Agency—Wisconsin Center for Education Research, Madison.

Pub Date—84

Grant—NIE-G-81-0009

Note—279p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Algebra, Arithmetic, Computer Oriented Programs, Educational Research, Geometry, \*Mathematical Concepts, \*Mathematics Education, \*Mathematics Instruction, Measurement, Problem Solving, \*Research Methodology

Identifiers—\*Mathematics Education Research

The theme of the sixth annual meeting of the North American Chapter of Psychology of Mathematics Education was "The Importance of Psychological Models for Research in Mathematics Learning." The conference proceedings contain papers organized around five major topics. In the first

section, eight papers on the learning of arithmetic are included. The second section contains six papers on the learning of algebra. The learning of geometry and measurement is also the focus of six papers. In the fourth section, eleven papers on problem solving are included. The fifth section, on classroom environment, contains six papers, including two on conceptions of mathematics and two on computer-based instruction. Finally, abstracts of six symposia are included. (MNS)

ED 253 433 SE 045 404

Payton, Jacqueline Loyd, Brenda H. Math Attitudes and Computer Attitudes among College Students.

Pub Date—Oct 84

Note—16p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Students, \*Computers, Educational Research, Higher Education, \*Mathematics Anxiety, \*Mathematics Instruction, \*Student Attitudes, Surveys

Identifiers—\*Mathematics Education Research

This study investigated the relationships among mathematics attitudes and computer attitudes. Approximately 105 college students were administered a questionnaire which assessed three dimensions of computer attitudes (anxiety toward computers, confidence in working with computers, and liking to work with computers) and three dimensions of math attitudes (math anxiety, math liking, and stereotyping math as a male domain). Results indicated significant positive correlations ranging from .31 to .45 between attitudes toward computers and attitudes toward math. (Author/MS)

ED 253 434 SE 045 406

Mathematics Program Analysis of Grade 10 Stanford Achievement Test, Test of Academic Skills. Fall 1983 Administration.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-84-7154

Pub Date—Jan 85

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Data Analysis, \*Educational Assessment, \*Error Patterns, Evaluation, \*Grade 10, High Schools, Mathematics Instruction, \*Secondary School Mathematics, \*Testing

Identifiers—\*Hawaii

This report was designed to provide information on the effectiveness of the high school mathematics program in Hawaii, including identification of deficiency areas. The Stanford Achievement Test of Academic Skills (TASK) Level 1 was administered to 10,154 tenth-grade students in October 1983. In general, the students did not perform as well as the national norm population, but the percent of students falling in each stanine grouping was very close to that of the national norm. The report provides both an overall analysis of student performance and an analysis by subtest. Objectives on which student improvement is needed are listed. The appendix matches test objectives with Hawaii's objectives or expectations; items not matched are also listed. (MNS)

ED 253 435 SE 045 407

Program Analysis of Grade 2 Stanford Achievement Test, Primary Level II. Spring 1984 Administration.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-84-7153

Pub Date—Jan 85

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Data Analysis, \*Educational Assessment, \*Elementary School Mathematics, \*Error Patterns, Evaluation, \*Grade 2, Mathematics Instruction, Primary Education, \*Testing

Identifiers—\*Hawaii

This report was designed to provide information on the effectiveness of the mathematics instructional program in grade 2 in Hawaii, including identification of deficiency areas. The Stanford Achievement Test, Primary Level II, was administered in May 1984 to 12,106 students in grade 2. In

general, these students performed better than the national norm population. The report provides both an overall analysis of student performance and an analysis by subtest. Implications and recommendations are given, in addition to the listing of objectives on which students scored lower than desirable. The appendix matches test objectives with Hawaii's objectives or expectations; items not matched are also listed. (MNS)

ED 253 436 SE 045 410

Gering, Max O., Ed.

Proceedings of the Fourth Mathematics Methods Conference—Eastern Illinois University (Charleston, IL, June 28-30, 1984).

Eastern Illinois Univ., Charleston.

Pub Date—[84]

Note—114p.; Conference cosponsored by the Second International Mathematics Study, U.S. National Coordinating Center, University of Illinois at Urbana-Champaign.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Diagnostic Teaching, Educational Research, Elementary Secondary Education, Inservice Teacher Education, \*Mathematics Education, \*Mathematics Instruction, Microcomputers, Preservice Teacher Education, \*Problem Solving, \*Teacher Education, \*Teaching Methods

The conference focused on problems and issues confronting collegiate mathematics educators in the preparation of preservice teachers and the assisting of inservice teachers. Five invited presentations are included in this document, plus reports from 15 discussion groups. Three of the presentations focused on inservice training on problem solving. (Katherine Pedersen and Jerry Becker), a survey on computer use in Wisconsin elementary schools (Lynda Thomas, Linda Thompson, and Linda Gilbert) and a plan for testing problem solving in Illinois (Mervin M. Brennan and Wendall A. Meeks). Discussion groups focused on such topics as the role of microcomputers, mathematical content, diagnosis, retraining, research, inservice education, mathematics clinics, student recruitment, teaching strategies, field experiences, and mathematics anxiety. Finally, a talk by Eugene D. Nichols on problem solvers is summarized, and handouts from a presentation by Phares G. O'Daffer on ideas for teaching problem solving to prospective teachers are included. (MNS)

ED 253 437 SE 045 412

Yamert, Paul A. And Others

Environmental Education Activities to Enhance Decision-Making.

Pub Date—[85]

Note—22p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Astronomy, Decision Making, Ecology, \*Environmental Education, Intermediate Grades, \*Learning Activities, \*Mathematical Applications, Mathematics Education, Natural Resources, Outdoor Activities, \*Population Growth, \*Recycling, Science Activities, Science Education, Secondary Education, Wildlife

Identifiers—Compasses

This document contains a set of 10 activities that teachers may use with students (ages 10 to adult) to enhance environmental knowledge and environmentally responsible behavior. Sample worksheets are included when applicable. The activities focus on: renewable and nonrenewable resources; recycling; population growth; wildlife; recycling in a cemetery; food in other lands; astronomy; population density; caves; use of mathematics to estimate the height of a silo and to study problems relevant to such environmental issues as food chains, food waste, water waste, and the cost of electricity; and use of a compass to determine azimuths or compass bearings. (JN)

ED 253 438 SE 045 422

Leatherwood, Stephen And Others

Whales, Dolphins, and Porpoises of the Eastern North Pacific and Adjacent Arctic Waters: A Guide to Their Identification.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Marine Fisheries Service.

Report No.—NOAA-TR-NMFS-Circ-444

Pub Date—Jul 82

Note—259p.; Photographs may not reproduce well. Available from—Environmental Science Information Center (D822), Environmental Data and Information Service, National Oceanic and

Atmospheric Administration, U.S. Dept. of Commerce, 6009 Executive Blvd., Rockville, MD 20852.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Animal Behavior, \*Animals, \*Classification, Guides, \*Identification, \*Marine Biology, Oceanography, Science Education, \*Wildlife, Zoology

Identifiers—Dolphins, Porpoises, \*Whales

This field guide is designed to permit observers to identify the cetaceans (whales, dolphins, and porpoises) they see in the waters of the eastern North Pacific, including the Gulf of California, Hawaii, and the western Arctic of North America. The animals described are grouped not by scientific relationships but by similarities in appearance in the field. Photographs of the animals in their natural environment (supplemented by drawings, descriptions, and tables distinguishing the most similar species) form the core of the guide. Appendices include information on: tags on whales, dolphins, and porpoises (written by Larry Hobbs); recording and reporting observations of cetaceans at sea; stranded whales, dolphins, and porpoises; and recording and reporting data on stranded cetaceans. Also included in other appendices are lists of institutions to contact regarding stranded cetaceans and cetacean names in Japanese and Russian. (JN)

## SO

ED 253 439 SO 015 745

**When I Was Hungry. A Hunger Course for High School Students. Teacher's Manual [and] Action Packet.**

Bread for the World Educational Fund, Washington, DC.

Pub Date—80

Note—117p.; For the student packet, see SO 015 746.

Available from—Bread for the World Educational Fund, 802 Rhode Island Ave., N.E., Washington, DC 20018 (Teacher's Manual, \$6.00; Action Packet, \$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Christianity, Economic Factors, Economics, Futures (of Society), Global Approach, High Schools, \*Hunger, Instructional Materials, International Relations, Learning Activities, Living Standards, Natural Resources, Religious Factors, Religious Organizations, Units of Study, World Problems

Designed to accompany a student activity packet on issues related to world hunger, this teacher's manual provides 12 units of study at the high school level. Materials are presented from a Christian perspective. The following topics are covered in separate chapters: introduction (justice and the right to food), the dimensions and scope of the hunger problem, why people are hungry (poverty, land use, the international economy, the arms race, resource abuse, misplaced priorities), overcoming hunger (insights from international conferences and examples of hungry people's improving lives), U.S. policy options for overcoming hunger, ethical issues surrounding the hunger problem, biblical perspectives on hunger, churches' efforts to deal with the problem, the Bread for the World organization, and case studies of Christian efforts to help alleviate world hunger. For each unit, objectives, background readings, lesson plans, extension activities, and resources for further study are provided. Prayer services are occasionally included. An evaluation concludes the guide. Attached to this copy of the teacher's manual are materials from the action packet, also available separately. Included are: a publications catalog, a song, a book of prayers, a drama, a guide to effective letter writing on hunger issues, and tips on using the media to promote a U.S. hunger survey. (LP)

ED 253 440 SO 015 746

**When I Was Hungry. A Hunger Course for High School Students. [Student Packet].**

Bread for the World Educational Fund, Washington, DC.

Pub Date—80

Note—75p.; For teacher's manual and action packet, see SO 015 745. Photographs may not reproduce clearly.

Available from—Bread for the World Educational

Fund, 802 Rhode Island Ave., N.E., Washington, DC 20018 (\$3.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Christianity, Economic Factors, Economics, Futures (of Society), Global Approach, High Schools, \*Hunger, Instructional Materials, International Relations, Learning Activities, Living Standards, Natural Resources, Religious Factors, Religious Organizations, Units of Study, World Problems

This student packet contains readings and exercises for examining the problem of world hunger. Materials, which are suitable for use by high school students, are presented from a Christian perspective. Twelve chapters cover justice and the right to food; causes of hunger (poverty, land use, the international economy, the arms race, resource abuse, misplaced priorities); overcoming hunger; U.S. policy options for overcoming hunger; ethical issues, values, and attitudes surrounding the hunger problem; biblical perspectives on hunger; what the churches are saying and doing; the Bread for the World organization; and prospects for the future. Within each chapter, the following materials are generally included: readings, several hypothetical or actual situations for consideration, statistical information in the form of charts or graphs, questions for reflection and discussion, written exercises, action suggestions, and a prayer activity. (LP)

ED 253 441 SO 015 829

**Annotated Resource List of Peace Education Resources Available from Wilmington College Peace Resource Center, Hiroshima/Nagasaki Memorial Collection.**

Wilmington Coll., OH. Peace Resource Center.

Pub Date—May 84

Note—21p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Audiovisual Aids, Books, Civil Defense, Disarmament, Elementary Secondary Education, Films, Higher Education, Library Collections, National Defense, Nuclear Warfare, \*Peace, \*Resource Materials, Slides, Videotape Cassettes, Videotape Recordings, World Problems

Identifiers—Conscientious Objectors, Military Draft, Nonviolence

Over 130 print and nonprint peace education resources for use with adult groups and elementary, secondary, and college students are described. Audiovisuals may be rented and books may be purchased from the Wilmington College (Ohio) Peace Resource Center. Audiovisuals, including slides, videotapes and videotape cassettes, and 16mm films, are described in the first section of the listing; books are cited in the second half. Both sections are organized topically. Included among the topics are atomic bombings, nuclear war, the arms race, anti-war, civil defense, peace movement, peace education, nonviolence, the draft and conscientious objection, and nuclear power. An index is provided. With a few exceptions, publication dates range from the 1970's to the present. (RM)

ED 253 442 SO 015 980

**Van Esterik, Penny, Ed.**

**Women of Southeast Asia. Occasional Paper No. 9. Northern Illinois Univ., De Kalb. Center for Southeast Asian Studies.**

Pub Date—82

Note—283p.

Available from—Center for Southeast Asian Studies, Northern Illinois University, De Kalb, IL 60115 (write for price).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, \*Asian Studies, Buddhism, Economic Development, Employed Women, \*Females, Foreign Culture, Life Style, Religion, \*Sex Role, Sex Stereotypes, Sociocultural Patterns, Womens Education, Womens Studies

Identifiers—Indonesia (Java), Malaysians, Philippines, \*Southeast Asians, Thailand, \*Women in Development

Nine chapters emphasizing religious, domestic, and economic aspects of women in Southeast Asia are presented. In an introductory chapter, Penny Van Esterik discusses women and Buddhism, soci-

etal and domestic roles, occupational patterns, research on women in Southeast Asia, and Southeast Asia's past and future. In chapter 2, "Buddhism, Sex-roles, and the Thai Economy," Thomas Kirsch examines the role and features of Thai Buddhism, sex roles in the Thai family, aspects of and recent developments in the Thai economy, division of labor by sex, and developments in modern Thai Buddhism. The next two chapters, "Women Meditation Teachers in Thailand" (John Van Esterik), and "Laywomen in Theravada Buddhism" (Penny Van Esterik), are followed by a chapter entitled "Putting Malay Women in Their Place," in which Carol C. Lademan examines women's occupations, women and local politics, marriage and divorce, theories of conception and gestation, and dangers of childbirth. Subsequent chapters include "Women in Java's Rural Middle Class: Progress or Regress" (Valerie L. Hull), "Women and Men in Iloilo, Philippines: 1903-1970" (M. Christina Blanc Stanton), and "Sex Roles in the Philippines: The Ambiguous Cebuana" (Clark D. Neher). The final chapter, "Sexual Status in Southeast Asia: Comparative Perspectives on Women, Agriculture, and Political Organization" (Robert L. Winzeler), is followed by an appendix that includes a list of research questions, a bibliography of over 300 related resources, and an index. Over 20 tables and figures are included in the text. (LH)

ED 253 443 SO 016 081

**Brand, Manny**

**Music Teacher Effectiveness Research.**

Pub Date—84

Note—15p.

Available from—Manny Brand, College of Education, Farish Hall, University of Houston, Houston, TX 77004 (free).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Research, Elementary Secondary Education, Higher Education, Literature Reviews, \*Music Education, \*Music Teachers, \*Teacher Characteristics, \*Teacher Effectiveness, Teacher Evaluation, Teaching Methods

Although relatively few studies exist, a review of the research reveals some common characteristics of an effective music teacher. Effective music teachers tend to be extroverted, enthusiastic, and care sincerely for their students. Such teachers are competent in musicianship (particularly in diagnosing and correcting musical errors and in using voice in demonstrating performance technique), in classroom and rehearsal management, and in the ability to relate lesson objectives to student interests and needs. Frequent eye contact, use of physical gestures, and variation of facial expressions and speaking voice are characteristics of many effective directors. (IS)

ED 253 444 SO 016 091

**Sebastian, Glenn R.**

**Teaching Weather Concepts.**

Pub Date—Oct 84

Note—22p.; Paper presented at the Annual Meeting of the National Council of Geographic Education (Toronto, Ontario, Canada, October 17-20, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Climate, Climate Control, \*Concept Teaching, Environmental Influences, Geographic Location, \*Geography Instruction, Grade 4, Grade 6, Instructional Materials, Intermediate Grades, Learning Activities, Maps, Map Skills, Physical Environment, Social Studies, Temperature, Units of Study, \*Weather, Wind (Meteorology)

Ten exercises based on the weather map provided in the national newspaper "U.S.A. Today" are used to teach intermediate grade students about weather. An overview describes the history of "U.S.A. Today," the format of the newspaper's weather map, and the map's suitability for teaching weather concepts. Specific exercises, which are briefly described, focus on location, direction, temperature, comparative temperature, climate control, jet stream, snow, rainfall, air masses, and world weather. Transparency masters containing student directions, worksheets, and maps are provided for each exercise. (LP)

ED 253 445 SO 016 097

Reagan, Timothy, Ed.

**Philosophical Studies in Education. Proceedings of the Annual Meeting of the Ohio Valley Philosophy of Education Society** (Columbus, Ohio, November 15, 1983).

Ohio Valley Philosophy of Education Society, Terre Haute, Ind.

Pub Date—84

Note—106p; For earlier proceedings, see ED 195 473, ED 210 228, ED 227 016, and ED 245 993. Small print throughout document.

Available from—Philosophical Studies in Education, 203 Education Building, Indiana University, Bloomington, IN 47405 (\$6.50 individuals; \$8.00 institutions).

Pub Type—Collected Works—Proceedings (021)  
EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Competition, Computer Assisted Instruction, Computers, Cultural Pluralism, Educational Objectives, Educational Opportunities, \*Educational Philosophy, Educational Practices, Educational Theories, Elementary Secondary Education, Moral Development, Moral Values, Multicultural Education, Social Change, Teaching Methods, Values Education

Identifiers—Dewey (John)

This collection of conference papers addresses selected philosophical and social questions being faced by contemporary educators. Papers and presenters are: "The Computer Revolution, the Technological Fallacy, and Education" (Keith L. Raitz); "Some Bits and Bytes: A Response to Raitz" (Robert J. Skovira); "The Public School's Search for a Public" (Harry S. Broudy); "The Theory and Practice of Just Community in Schools" (Patrick Socolski); "Moral Principles in Education: A Reevaluation" (Jo Ann Freiberg); "Competition and Moral Development" (Barbara S. Stengel); "Competing Cultural Ideals for the School: Liberal Education and Multicultural Education" (Timothy Reagan); "Dewey's Theory of Inquiry: Problems of Foundations" (Gabriele Lakomski); and "The Premises of Four Moral Conceptions: Classical, Modern, Totalitarian, and Utopian" (Raymond Wilkie). Minutes of the business meeting, the financial statement, and the 1982-83 membership list of the Ohio Valley Philosophy of Education Society are also included. (RM)

ED 253 446

SO 016 126

Carey, Sarah C.

**U.S. Soviet Exchanges—the Kinds of Exchanges That Have Taken Place; What Works; How Can They Be Made More Effective?**

Institute for Soviet-American Relations, Washington, DC.

Pub Date—18 Aug 83

Note—29p; For related documents, see SO 016 127-128.

Available from—Institute for Soviet-American Relations, 1608 New Hampshire Ave., N.W., Washington, DC 20009 (\$3.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cultural Exchange, \*Exchange Programs, Intercultural Communication, \*Intercultural Programs, \*International Cooperation, \*International Educational Exchange, Philanthropic Foundations, Private Financial Support, Program Effectiveness

Identifiers—Reagan Administration, United States, USSR

An analysis of the history of U.S.-Soviet exchanges suggests answers to questions that a number of private foundations have raised about the range and effectiveness of such programs. Government-sponsored exchange activity grew from the late 1950s through the 1970s. Since the beginning of the Reagan administration, government funding has decreased and the private sector has taken up some of the slack. Both public and private programs have shared many objectives, including scholarly exchange, growth of trade, and mutual understanding. The objectives of private programs have also included education about political issues, promoting citizen exchange, and collaborative ventures in areas the government does not fund. Even though many Americans have participated in exchanges, they have received little publicity. Overall, U.S.-Soviet exchanges have been beneficial to the United States and have provided Soviet citizens with the chance to see positive aspects of American life. Areas that foundations might address include assessing past programs, promoting exchanges to the public, funding programs for young leaders, increasing col-

laborative ventures, identifying future problems, and involving new organizations. Finally, media treatment of U.S.-USSR relations should be studied and business encouraged to support normalization of trade relations. (IS)

ED 253 447

SO 016 127

**Inviting and Sponsoring Soviet Guests: A Handbook for American Hosts.**

Institute for Soviet-American Relations, Washington, DC.

Spons Agency—Delphi Research Associates, Washington, DC.

Pub Date—Jun 84

Note—52p; For related documents, see SO 016 126-128.

Available from—Institute for Soviet-American Relations, 1608 New Hampshire Ave., N.W., Washington, DC 20009 (\$6.00; 10 for \$50.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cultural Exchange, \*Exchange Programs, Financial Support, Guidelines, Human Resources, Intercultural Programs, \*International Educational Exchange, Organizations (Groups), Program Development, Program Implementation, Resource Materials

Identifiers—\*United States, \*USSR

The purpose of this handbook is to encourage exchange visits between citizens of the United States and the USSR. Person-to-person encounters remain the most effective means of bringing home the reality that people from diverse cultures do share similar needs, emotions, and aspirations. The information provided is intended for individuals and groups in the United States who seek to enter the arena of U.S.-Soviet exchange, but who may have little or no prior experience in doing so. The following topics are discussed: U.S. options in hosting Soviets; who can be an American host; types of exchanges; financing; formalities with regard to the selection process, the invitation, and visas and airline tickets; and planning the visit, e.g., arrivals, field trips, home hospitality; and preparing the American hosts. The appendices contain an historical outline of U.S.-USSR cultural exchange; a listing of major Soviet organizations that could be involved in Soviet-American exchanges; a bibliography of readings for persons wanting a broad introduction to the Soviet Union and its culture; a sample invitation; background information on U.S. visas; and addresses of organizations mentioned in the handbook. (RM)

ED 253 448

SO 016 128

**Organizations Involved in Soviet-American Relations. Handbook.**

Forum Inst., Washington, DC.

Spons Agency—Institute for Soviet-American Relations, Washington, DC.

Pub Date—Jun 83

Note—258p; For related documents, see SO 016 126-127.

Available from—Institute for Soviet-American Relations, 1608 New Hampshire Ave., N.W., Washington, DC 20009 (\$15.00; 5 for \$60.00).

Pub Type—Reference Materials (130)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Cultural Exchange, \*Exchange Programs, Foreign Policy, \*Intercultural Communication, Intercultural Programs, International Educational Exchange, \*International Relations, Organizations, Objectives, \*Organizations (Groups), Personnel, Program Descriptions, Public Education, Social Science Research

Identifiers—\*United States, \*USSR

Non-governmental U.S. organizations involved in U.S.-USSR studies and exchange activities are described. A total of 187 groups identified as being engaged to some degree in Soviet-American work were sent questionnaires. The response rate was 70 percent. Descriptions of the 131 responding groups are provided in organizational profiles that comprise the major portion of the publication. Information is provided concerning organization activities involving the United States and Russia, staff time and budget devoted to U.S.-USSR activities, the nature and extent of contact between the group and Soviet organizations, and publications relating to U.S.-USSR relations. A summary analysis of the information collected is also presented. For example, 53 of the organizations are involved with ex-

change programs, 46 with public education, 25 with teaching and research, and 7 with national/international policy. Most work on very small budgets. The appendices contain the names and addresses of all organizations surveyed, cross references of organizations by types of activities, a report on U.S. government activities with the USSR, and the survey form. (RM)

ED 253 449

SO 016 129

Ruthdotter, Mary, Ed.

**"Real Women" Essay Writing Competition Guide.**

National Women's History Week, March 3-9, 1985.

National Women's History Project, Santa Rosa, CA.

Pub Date—85

Note—60p.

Available from—National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 (\$6.00).

Pub Type—Guides—Non-Classroom (055)  
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Awards, Content Area Writing, Creative Writing, Elementary Secondary Education, \*Essays, \*Females, History Instruction, Program Content, Program Descriptions, Recognition (Achievement), School Community Programs, \*Social Studies, Student Projects, Womens Studies

Identifiers—\*Contests, \*National Womens History Week Project, Sample Materials

Step-by-step guidelines to help educators and community groups implement a National Women's History Week essay contest, in which elementary and secondary students write about women, are provided. Students are encouraged to write about a woman they personally know so that they can conduct an oral history interview. An alternate approach would be to have students focus on women from the past—women they have learned about through classroom lessons. The guidelines contain information about sponsorship and co-sponsorship by educators and business and community groups, costs, essay content, contest rules, the judging process, publicity, the awards event, and prizes. The appendices contain samples of helpful information used in an essay contest sponsored in Sonoma County, California. Included are a letter to school principals, a packet of materials for project contact persons, materials for potential judges, a packet for participating judges, a press release announcing competition, a letter notifying winners, a press release announcing winners, the printed program for the awards event, a certificate of participation, a letter thanking judging panels, and logos for National Women's History Week. (RM)

ED 253 450

SO 016 133

Bruan, Joseph A., Jr. Cook, Malcolm

**Democratic Governance and Control Ideology.**

Pub Date—Oct 84

Note—19p; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 5, 1984). Pages 9 and 10 contain light, broken type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Alienation, Authoritarianism, \*Citizenship Education, \*Democratic Values, Educational Research, Elementary Education, Instructional Improvement, Research Methodology, Student Attitudes, Student Educational Objectives, \*Student Participation, \*Teacher Evaluation, Teaching Methods

Identifiers—Pupil Control Ideology Form, Wyoming

Two hundred fifty-five students in grades 2 through 6 and 51 teachers participated in structured interviews to assess how democratic governance was practiced in their classrooms. Teachers also completed the Pupil Control Ideology Form (PCI), which measures orientation toward control of pupils. Findings showed that students do not want to rule their classrooms. Democratic governance is not given a high priority in the classroom, and is limited to procedures such as voting and arriving at consensus in controversial situations. Those teachers who do let students make decisions encourage them more often to work cooperatively and report observing students using democratic governance in informal situations. More experienced teachers tended to rely more on patriotic exercises but these exer-



cies had little or no effect on promoting democratic governance. The PCI was not useful for evaluating democratic governance practices. Recommendations include additional training for teachers in group decision making and in facilitating cooperative grouping. Teachers should learn to differentiate patriotic exercises from substantive instruction in democratic governance. Structured interviews worked well but might be supplemented by classroom observation and examination of lesson plans. (IS)

ED 253 451 SO 016 134

Schmuck, Otto. Wessels, Wolfgang.  
*Europe as a Partner of the Third World. The European Community-Joint Action Makes Problems Easier to Cope With.*  
Inter Nations, Bonn (West Germany).  
Report No.—SO-3-84(e)  
Pub Date—84  
Note—36p.

Pub Type—Information Analyses (070)  
EDRS Price - MF01/PC02 Plus Postage.  
Descriptors—\*Developed Nations, \*Developing Nations, \*Economic Development, \*International Cooperation, \*International Organizations, \*International Programs, \*Public Policy, \*Technical Assistance, \*World Problems  
Identifiers—\*European Economic Community, Foreign Aid

The rationale behind cooperation between the 10 members of the European Economic Community (EEC) and the Third World and the programs which the EEC has been developing are described in this paper. The first section, on how joint action makes problems easier to cope with, discusses the Federal Republic of Germany and the EEC, the progress of European integration, and fundamental principles of European integration. The second section focuses on the European Community as the preferred partner of the Third World. Topics are the Third World's desire for cooperation with the EEC, main areas of European development policy, the Lome Convention, the substance of the second Lome Convention, the road to Lome III, the EEC's Mediterranean policy, financial assistance for non-associated developing countries, the generalized system of preferences, cooperation between the Ten and the Third World in the field of foreign policy, and EEC development policy in practice. The final section is entitled "Cooperation between the EEC and the Third World: A Partnership of Reason." Appended are addresses of organizations mentioned and of EEC information offices in some nonmember countries. (IS)

ED 253 452 SO 016 143

Kirk, Mary Ann.  
*The Maryland Experience. A Rededication to Traditional American Values.*  
Spans Agency—Department of Education, Washington, DC.

Pub Date—84  
Note—77p.; Appendices contain small print that may not reproduce clearly.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizens Participation, \*Citizenship Education, \*Citizenship Responsibility, Curriculum Development, Democracy, \*Educational Improvement, Educational Needs, Elementary Secondary Education, Ethical Instruction, Program Descriptions, Program Effectiveness, School Community Relationship, Social Studies, \*State Programs, Values, \*Values Education  
Identifiers—\*Maryland

The format and mode of operation of a special commission appointed by the Maryland legislature to examine the teaching of values in elementary and secondary public schools are presented. The Commission surveyed and evaluated values education programs, interviewed educators, and held meetings with citizens throughout the state. Consensus was reached regarding specific character and citizenship values that should be taught in the schools and an action plan was written. The Commission completed its work by making 51 recommendations addressed to the governor, legislature, state and local boards, and school district personnel. The report discusses how the project began, the enabling legislation, forms of data gathering, and specific program outcomes. Also discussed are the reasons for the Commission's successes and potential problems that can be avoided by others interested in undertaking a similar state project. Appendices include the Senate Joint Resolution to establish the Commission,

project correspondence, and official Commission recommendations. (RM)

ED 253 453 SO 016 149

Bolin, Patricia A. Kinkade.  
*A Review of Trade Books That Can Be Integrated into a Social Studies Curriculum, at the Intermediate Level, Using "Exploring Our World: Regions," Published by Follett Publishing Company.*

Pub Date—Apr 84  
Note—78p.; For related documents, see SO 016 150-151. Exit Project, Indiana University at South Bend.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Annotated Bibliographies, \*Children's Literature, Comparative Analysis, Family Life, \*Geographic Regions, \*Global Approach, \*Human Geography, Intermediate Grades, Physical Divisions (Geographic), Political Divisions (Geographic), Regional Characteristics, Social Studies, Supplementary Reading Materials, Teaching Methods

Identifiers—Exploring Our World Regions (Follett), \*Trade Books

Fifty-five children's books that can enhance the study of international or global education are cited in this annotated bibliography. Dates of publication range from 1960 to 1980. Preceding the bibliography is a brief summary of the Follett textbook units which this bibliography is designed to supplement, as well as a review of the basic Follett text, "Exploring Our World: Regions." The annotations are organized by the following topics, which correspond to the schema of the text: forest regions, desert regions, farming regions, ocean regions, manufacturing regions, trading regions, and political regions. Since the core of each unit of study is the family, many of the books deal with family life throughout the world. Information provided for each annotation includes a summary, implementation strategies (i.e., information such as reading level and tips for using the book), and bibliographic information regarding additional reviews. A bibliography of 133 supplementary books recommended in the Follett text is also included. (RM)

ED 253 454 SO 016 150

Hoover, Virginia A.  
*A Review of Trade Books in Social Studies Dealing with Communities.*

Pub Date—Apr 84  
Note—76p.; For related documents, see SO 016 149-151. Exit Project, Indiana University at South Bend.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Annotated Bibliographies, \*Children's Literature, \*Community Study, Fiction, Global Approach, Grade 2, Local History, Nonfiction, Primary Education, \*Social Studies, Supplementary Reading Materials, Teaching Methods, United States History, World History

Identifiers—\*Trade Books  
Fifty-five trade books that will help second graders increase their understanding and knowledge of the concept of communities are cited in this annotated bibliography. Dates of publication range from the 1940's to the present. The bibliography is organized by three major categories: local communities, national communities, and international communities. The second grade social studies text "Living in Communities" (Silver Burdett) was used to identify concepts within these areas. The trade books have reading levels from first through fourth grade and include both fiction and nonfiction. A content summary of each book and tips on how the book could be used in the social studies classroom are provided. The bibliography concludes with a summary of the concepts used when identifying the books. (RM)

ED 253 455 SO 016 151

Fisher, Mary Victor.  
*A Collection of Reviews of Trade Books, Films, Recordings and Free Materials to Use in Teaching Young Children about Israel.*

Pub Date—Jun 84  
Note—73p.; For related documents, see SO 016 149-150. Exit Project, Indiana University at South Bend.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, \*Children's Literature, Comparative Analysis, Cross Cultural Studies, Elementary Education, \*Jews, Junior High Schools, Middle Eastern Studies, \*Nonprint Media, Preschool Education, Resource Materials, \*Social Studies

Identifiers—Free Materials, \*Israel, \*Trade Books  
Print and nonprint resource materials that can be used to teach preschool, kindergarten, elementary, and junior high school children about Israel are cited in this annotated bibliography. A total of 46 materials, most of which were published during the last 20 years, are listed. Trade books written for adults are reviewed in the first section. The second section cites trade books specifically written for elementary and junior high school children. Reviews of teacher handbooks and resource kits make up the third section. The next set of reviews concern non-print media, including films, filmstrips, and recordings. Suggestions for using the materials are provided. Free materials are cited in the next section. The concluding section cites books that can be used to compare and contrast Israeli people and customs with people and customs in other nations of the world. The document concludes with a summary, recommendations, and bibliography of nearly 70 related resources. (RM)

ED 253 456 SO 016 152

Franklin, Robin. Wolf, Tasha Lebow.  
*"Remember the Ladies!" A Handbook of Women in American History. Revised.*

Michigan Univ., Ann Arbor. School of Education.

Pub Date—80

Note—101p.; Originally prepared for Ann Arbor Public Schools. This revised edition has been reproduced and disseminated by the Center for Sex Equity in the Schools. Photographs may not reproduce clearly.

Pub Type—Historical Materials (060) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Indian Culture, American Indians, American Studies, Black History, Civil War (United States), Colonial History (United States), Constitutional History, Cultural Awareness, Ethnic Groups, \*Females, \*Feminism, History Instruction, Instructional Materials, Labor Conditions, Labor Legislation, Modern History, Primary Sources, Revolutionary War (United States), Secondary Education, \*Social History, \*United States History, Voting Rights, \*Women's Studies

This sourcebook for teaching about women in U.S. history classes is arranged in seven chapters. Each chapter contains background information and a selection of primary source writings by both men and women. Attention is directed toward the activities and status of both white and minority women in all periods. Chapter I, "Women of the Colonial Period," provides background and readings on the Puritan view of women, colonial businesswomen, early poets, and early feminist dissent. Chapter II, "Women of the Revolutionary Era," focuses on women's activities on the battlefield and behind the scenes. Early 19th century women are portrayed in chapter III. The proliferation of schools for girls, the profession of the school teacher, conditions for working women, and the Seneca Falls convention on women's rights are discussed. Chapter IV, "Pioneer and Native American Women," focuses on reasons for moving West, hardships, lifestyles, and customs. Chapter V, "Women During the Civil War Era," presents the viewpoints and activities of women in the North and South. Chapter VI, "Women Come of Age," contains background information and readings on labor, labor laws, and the movement for women's suffrage. A final chapter, "Modern Times," covers changes in women's lives since the Nineteenth Amendment, including roles in World War II, the civil rights movement, and the Equal Rights Amendment. A three-page suggested reading list concludes the document. (LP)

ED 253 457 SO 016 153

Clausen, A. W.

*Poverty in the Developing Countries-1985.*

World Bank, Washington, D. C.

Pub Date—Jan 85

Note—12p.; Address presented at the Martin Luther King Center (Atlanta, GA, January 11, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Change Strategies, \*Developing Na-

tions, \*Economic Development, \*Hunger, \*International Organizations, International Programs, Modernization, \*Poverty, Rural Development, Technical Assistance, World Problems

Although the number of people in developing nations who are too poor to provide themselves with an adequate diet is rising, this is not reason to assume that such poverty is inevitable. Strategies that foster economic growth and include poor people in the growth process can be found in countries with such diverse political and economic systems as China, Korea, India and Pakistan. The situation is bleakest in Sub-Saharan Africa, where poor medical care, high birth rates, falling food production, little education, inefficient investment, and drought have contributed to political instability and growing poverty. Yet other areas, which had an equally bleak outlook not long ago, are now reducing poverty. The World Bank's experience is that economic growth is necessary for poverty reduction. However, the worst recession in over 40 years has left most developing nations with severe balance-of-payments problems. Regaining financial stability and then reviving economic growth have become urgent priorities. Official development assistance is essential for economic growth. These elements must be combined with more effective use of donor resources and programs that will accelerate growth and concentrate the increase in incomes among the poor. (IS)

ED 253 458 SO 016 156

Cook, Kay K.  
Academic Freedom in the Public Schools. ERIC Digest No. 1.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-83-0012

Note—4p; Revised version of ED 233 925.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Censorship, Court Litigation, Educational Legislation, Elementary Secondary Education, Guidelines, Laws, \*Public Schools, Teacher Rights

Identifiers—Fact Sheets

This synthesis of current attitudes on academic freedom as defined by lower court and Supreme Court cases describes the (1) framework in which academic freedom operates, (2) powers and limitations of state legislatures and school officials in defining the curriculum and setting policy, (3) rights and limitations of teachers in making curricular and course decisions, (4) summaries of recent court decisions related to academic freedom, and (5) issues that educational policy makers should address. The framework described in the first section contends that a teacher may use methods, symbols, or materials that are relevant to the subject matter being taught, not in violation of valid laws, compatible with current standards of decency, reasonable for student's level of maturity, intended for legitimate educational purpose, and not likely to result in a substantial disruption of school activities. Sections outlining specific powers and limitations of state legislators, school officials, and teachers are followed by summaries describing both Supreme Court (e.g., "Tinker versus Des Moines School District" and "Board of Education, Island Trees Free District Number 26 versus Pico") and lower court cases in which academic freedom was an issue. Four recommendations designed to help policy makers at all educational levels deal with issues concerning academic freedom are followed by a list of related resources published between 1980 and 1984. (LH)

ED 253 459 SO 016 157

Finding What You Need in ERIC. ERIC Fact Sheet No. 3.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 81

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Censorship, Court Litigation, Educational Legislation, Elementary Secondary Education, Guidelines, Laws, \*Public Schools, Teacher Rights

Identifiers—Fact Sheets

This synthesis of current attitudes on academic freedom as defined by lower court and Supreme Court cases describes the (1) framework in which academic freedom operates, (2) powers and limitations of state legislatures and school officials in defining the curriculum and setting policy, (3) rights and limitations of teachers in making curricular and course decisions, (4) summaries of recent court decisions related to academic freedom, and (5) issues that educational policy makers should address. The framework described in the first section contends that a teacher may use methods, symbols, or materials that are relevant to the subject matter being taught, not in violation of valid laws, compatible with current standards of decency, reasonable for student's level of maturity, intended for legitimate educational purpose, and not likely to result in a substantial disruption of school activities. Sections outlining specific powers and limitations of state legislators, school officials, and teachers are followed by summaries describing both Supreme Court (e.g., "Tinker versus Des Moines School District" and "Board of Education, Island Trees Free District Number 26 versus Pico") and lower court cases in which academic freedom was an issue. Four recommendations designed to help policy makers at all educational levels deal with issues concerning academic freedom are followed by a list of related resources published between 1980 and 1984. (LH)

ED 253 460 SO 016 158

Behind "A Nation at Risk": Papers of the National Commission on Excellence in Education. ERIC Fact Sheet No. 9.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p; For related documents, see ED 258 797 and SO 016 162.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Education, Cross Cultural Studies, Curriculum, Educational Change, \*Educational Improvement, \*Educational Needs, Educational Practices, Educational Quality, Elementary Secondary Education, Financial Support, Foreign Countries, Intelligence, Leadership, Mathematics Education, Social Studies, Standards, Student Motivation, Teacher Education, Teaching Methods, Time on Task, Values

Identifiers—\*Nation at Risk (A)

Commissioned papers to help the National Commission on Excellence in Education make the recommendations for educational improvement for its report "A Nation at Risk" are cited in this annotated listing. The report presents recommendations in five areas: content, standards and expectations, time, teaching, and leadership and fiscal support. Summaries of eight of these papers are provided. They deal with student motivation, understanding intelligence, what is learned in schools, K-12 curriculum, inservice teacher education, values learned in school, and the curricula of foreign countries. Because the Commission's recommendations are presented in only ten pages, they do not provide detailed guidance for those working toward educational excellence at the local level. These educators may therefore find that the numerous papers prepared for the Commission will shed light on how the Commission reached its conclusions and formulated recommendations. The titles of ten additional papers are also provided. All papers are available through ERIC. (RM)

ED 253 461 SO 016 159

Teaching about Controversial Issues. ERIC Fact Sheet No. 10.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p; For related document, see SO 016 163.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Civics, \*Constitutional History, \*Constitutional Law, Educational Needs, Educational Research, Elementary Secondary Education, Instructional Materials,

formation Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, \*Databases, \*Educational Resources, \*Information Retrieval, Library Collections, \*Research Tools, Search Strategies

Identifiers—ERIC Fact Sheets

Step-by-step instructions for locating material in the Educational Resources Information Center (ERIC) database are provided. Following an introduction, information is presented in three main sections—manual searching, computer searching, and using search results. Subdivisions under manual searching describe who can or should do a manual search of ERIC, how to locate ERIC microfiche collections, procedures for conducting a manual search—including how to use and understand notations in the ERIC Thesaurus and ERIC monthly indexes—and searching for a specific document in ERIC. The second section, "Computer Searches," contains subsections on when to do a computer search, types of information that will be retrieved from such a search, cost, tips for getting good results, and computer search turnaround time. The final section, "Using the Results of ERIC Searches," describes how copies of ERIC documents and journal articles can be obtained. A six-entry resource section cites additional ERIC publications on the ERIC system. (LP)

ED 253 462 SO 016 160

Davis, James E.

At Issue: Free Enterprise Education. ERIC Fact Sheet No. 11.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Consumer Education, Consumer Protection, Course Content, \*Curriculum Development, \*Economics Education, \*Educational Objectives, Elementary Secondary Education, Global Approach, Information Sources, Required Courses

Identifiers—\*Free Enterprise System, Mandatory Programs

Four rationales for free enterprise economics education are discussed and information sources for economics teachers are listed. About half the states in this country have mandates requiring economics instruction. Rationales for free enterprise education, for consumer or personal economics, for economics from a global perspective, and for economics as citizen education are presented. Representative statements from mandates in Florida, Illinois, and Utah illustrate the wide range of concerns and interests with regard to economics education. But whatever the content focus, the teaching of economics involves ideology and is never value-free. It is, therefore, very important for teachers to think through a rationale for teaching economics. An excellent source of information on all aspects of economics education is the Joint Council on Economic Education. The ERIC database also includes numerous documents presenting many points of view regarding economics education. Three examples of excellent ERIC documents are included. (RM)

ED 253 463 SO 016 161

Robinson, Sheryl B.

Teaching about the United States Constitution. ERIC Digest No. 12.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Civics, \*Constitutional History, \*Constitutional Law, Educational Needs, Educational Research, Elementary Secondary Education, Instructional Materials,

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Attitudes, \*Controversial Issues (Course Content), Elementary Secondary Education, Parent Attitudes, Parent School Relationship, School Community Relationship, Social Problems, Social Studies, \*Teaching Methods

Classroom teachers are presented with a rationale and general information for teaching about controversial issues. Following an introduction, material is arranged in six sections under topical questions. The first section considers educational and social benefits of teaching about controversy. Motivation, application of social studies content and skills to real issues, and enhancement of intellectual skills are among the benefits discussed. The second section provides guidelines from the National Council for the Social Studies to help teachers choose controversial topics appropriate for the classroom. How to deal with parent or community problems that may result from teaching controversial issues is examined in the third section. Suggestions for introducing controversial issues to students not familiar with their use in the classroom and effective instructional strategies are presented in the fourth and fifth sections. The final section is a bibliography of resources for teaching about controversial issues. (LP)

ED 253 464 SO 016 162

Davis, James E.

At Issue: Free Enterprise Education. ERIC Fact Sheet No. 11.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Consumer Education, Consumer Protection, Course Content, \*Curriculum Development, \*Economics Education, \*Educational Objectives, Elementary Secondary Education, Global Approach, Information Sources, Required Courses

Identifiers—\*Free Enterprise System, Mandatory Programs

Four rationales for free enterprise economics education are discussed and information sources for economics teachers are listed. About half the states in this country have mandates requiring economics instruction. Rationales for free enterprise education, for consumer or personal economics, for economics from a global perspective, and for economics as citizen education are presented. Representative statements from mandates in Florida, Illinois, and Utah illustrate the wide range of concerns and interests with regard to economics education. But whatever the content focus, the teaching of economics involves ideology and is never value-free. It is, therefore, very important for teachers to think through a rationale for teaching economics. An excellent source of information on all aspects of economics education is the Joint Council on Economic Education. The ERIC database also includes numerous documents presenting many points of view regarding economics education. Three examples of excellent ERIC documents are included. (RM)

ED 253 465 SO 016 163

Robinson, Sheryl B.

Teaching about the United States Constitution. ERIC Digest No. 12.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Civics, \*Constitutional History, \*Constitutional Law, Educational Needs, Educational Research, Elementary Secondary Education, Instructional Materials,

Legal Education, Program Descriptions, Resource Materials, School Community Relationship, Social Studies, Student Participation, Textbook Content, Textbook Evaluation, United States Government (Course), United States History

Identifiers—\*United States Constitution

This publication was prepared as a resource guide to teaching strategies that help students understand the background, nature, and pervasive influence of the U.S. Constitution in the lives of every citizen. As the Constitutional Bicentennial approaches, the focus in many social studies classes increasingly will be on teaching about this most important document. Results from two recent textbook evaluation studies showed that the treatment of the Constitution in U.S. history, government, and civics textbooks is inadequate and incomplete. Because they lack in-depth coverage of the Constitution, textbooks should be used as part of a larger group of resources that include many types of supplementary materials. Supplementary curricula developed by projects commemorating the Constitution are described. In addition, brief descriptions are provided of on-going projects dealing with the Constitution that are funded by the National Endowment for the Humanities. An annotated listing of ERIC documents dealing with the Constitution is also included. The documents fall into the categories of law-related education, citizenship education, and student participation or community involvement. (RM)

ED 253 464 SO 016 162

Davis, James E.  
The Social Studies and "A Nation at Risk." ERIC Digest No. 13.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—400-83-0012

Note—4p; References contain small print that may not reproduce clearly. For related digest, see SO 016 158.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Curriculum, Educational Change, Educational Improvement, \*Educational Needs, \*Educational Quality, Elementary Secondary Education, Financial Support, Leadership, School Effectiveness, \*Social Studies, Teacher Education, Teacher Effectiveness, Teacher Improvement, Time on Task

Identifiers—\*Nation at Risk (A)

The reactions of social studies educators to "A Nation at Risk," the report of the National Commission on Excellence in Education that examined the quality of education in the United States, are discussed. The survey was an informal one that asked educators, mainly teachers and professors, what their reactions were to the report in general and to the five areas of recommendation (high school curriculum content, standards and expectations, time, teaching, and leadership and fiscal support) in the report. While some respondents questioned the information gathering process used for the report and the lack of teacher input, almost all agreed that education, including social studies, has problems. Social studies educators generally supported recommendations for requiring three years of social studies for high school graduation. They called for a national framework for social studies education, as well as new teacher education standards. Many felt the report ignored current research related to time on task, rather than time in school. Research findings need to be applied to teacher education. Respondents indicated a need for leadership in the field. (RM)

ED 253 465 SO 016 163

Cook, Kay K.

Controversial Issues: Concerns for Policy Makers.

ERIC Digest No. 14.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Contract—400-83-0012

Note—4p; References contain small print that may not reproduce clearly. For related digest, see SO

016 159.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Controversial Issues (Course Content), Court Litigation, Curriculum, \*Curriculum Development, Decision Making Skills, Definitions, Educational Needs, Educational Objectives, \*Educational Planning, \*Educational Policy, Educational Research, Elementary Secondary Education, Literature, Problem Solving, Science Instruction, Social Studies, State Courts, Student Motivation, Teacher Education

Identifiers—\*Supreme Court

Intended for educational policy makers, this publication considers the teaching of controversial topics. Specifically discussed are what issues are considered controversial, why controversial topics should be taught, court decisions, ways educators can prepare for community response or complaints, and questions to address when making curriculum decisions. Generally speaking, an issue that tends to create polarized viewpoints may be considered controversial, e.g., sex, nuclear warfare, and religion/science conflicts. Curricular areas most likely to create controversy are literature, social studies, and science. The discussion of controversial issues in K-12 classrooms counteracts student apathy and allows students to learn and apply decision making and problem solving skills. The Supreme Court and lower courts tend to uphold the rights of teachers and students to engage in controversial topics. Major court decisions are briefly described. Schools should have official policies concerning the teaching of controversial issues, and teacher training should be provided. When developing curricula, decision makers should consider questions such as: (1) What incites creative, critical thought in children? and (2) Who determines public school standards? (RM)

ED 253 466 SO 016 164

Parisi, Lynn

Sex Equity in Computer Education: Concerns for Social Studies. ERIC Digest No. 15.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Contract—400-83-0012

Note—4p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Classroom Environment, Computer Assisted Instruction, \*Computer Literacy, Computer Oriented Programs, Computers, Computer Science Education, \*Educational Discrimination, Elementary Secondary Education, Equal Education, \*Equal Facilities, Females, Males, Sex Bias, \*Sex Discrimination, Sex Stereotypes, \*Social Studies, Student Attitudes, Teacher Attitudes

The issue of equal access to and use of computers by boys and girls is reviewed and evaluated from the perspective of social studies content, skills, and goals. Material is arranged in four sections, each introduced by a topic question. The first section discusses the problem of sex equity in computer education. Results of four research studies and surveys are presented. The second section examines the causes of girls' avoidance of computers and related technologies. A male bias in the culture of computers, the educational context in which computers are used (chiefly science and mathematics classes), and peer influences are cited as the major causes of girls' avoidance. The third section places the issue of sex equity within the context of social studies education, examining the implications of unequal access to computers for future citizenship participation, career training, and the study of social roles and social stereotypes. A final section outlines what social studies teachers can do to address the problems of sex equity in computer education. A 13-citation bibliography concludes the paper. (LP)

ED 253 467 SO 016 165

Patrick, John J. Remy, Richard C.

Social-Related Social Issues: Challenges for the Social Studies. ERIC Digest No. 16.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0012

Note—4p; For related document, see ED 251 389. Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Controversial Issues (Course Content), Decision Making, Educational Research, Elementary Secondary Education, National Surveys, \*Science Education, \*Social Problems, \*Social Studies, Student Attitudes, Technology, Textbook Evaluation

Identifiers—\*Science and Society

Background, rationale, and promising practices for teaching about science-related social issues in the science and social studies classroom are presented. Material is divided into five sections, each introduced with a topical question. The first section considers the challenges associated with the pervasive influences of science and technology in modern society, while the second section examines the extent to which these challenges are being met. The following indicators are reviewed: national reports and guidelines; research on student knowledge and attitudes regarding science, technology, and society; and current curricula and textbook analyses. The third section examines ways in which educators can improve the education of citizens in science-technology-society issues. The final section outlines promising practices for teaching this content and skill area. Decision trees, role plays, and simulations are among the strategies discussed. A number of recommendations are presented. A 17-entry resource section concludes the document. (LP)

ED 253 468 SO 016 166

Hendrikson, Leslie

Active Learning. ERIC Digest No. 17.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0012

Note—4p; References contain small print that may not reproduce clearly.

Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Discovery Learning, Educational Research, Elementary Secondary Education, \*Experiential Learning, Higher Education, Learning Activities, \*Social Studies, Student Experience

Identifiers—\*Active Learning, Fact Sheets

This ERIC digest synthesizes research findings relating active learning to student achievement, reviews the status of active learning practices in today's social studies classrooms, presents examples of active learning practices in specific areas of the social studies, and provides a list of suggestions and resources for integrating active learning in the social studies classroom. The first section highlights the growing body of research relating active learning approaches to student achievement, not only among young children but also among secondary and post-secondary students. The second section emphasizes the gap between theory and practice by highlighting recent educational reports suggesting the need for a more varied, more active approach to teaching social studies. In the third section, active learning approaches currently being used in the social studies are listed, including mock trials, case study analyses, student participation in opinion polls and surveys, and participation in community-based education. Seven specific recommendations for incorporating active learning into the social studies curriculum are outlined in the fourth section. The publication concludes with a list of ten related resources. (LH)

ED 253 469 SO 016 170

Foulson, Barry W.

Integrating the New Economic and Social History into the History Curriculum in Secondary



**Schools.**

Pub Date—May 84

Note—12p.; Paper presented at the Annual Meeting of the Eastern Economic Association (10th, New York, NY, March 15-17, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Curriculum Development, \*Economics Education, History Instruction, \*Instructional Improvement, Interdisciplinary Approach, Professional Continuing Education, Secondary Education, Social History, Social Studies, \*Teaching Methods

In order to address the significant gap between the ideas emerging from the new economic history and the economics actually taught in secondary school classes, successful strategies from a series of summer institutes are described. Each topic begins with a discussion of basic concepts and recent developments in the economic theory of that particular institution. A selective, rather than comprehensive, introduction of economic concepts and principles necessary to understand that institution results. Thus one can study the Puritan family as an economic institution or the effect of the Industrial Revolution on the family. A portion of each session is devoted to discussing how teachers can integrate these ideas into their classrooms. Thus teachers learn about economics within a framework of topics which they are already using in their classrooms. (IS)

**ED 253 470**

SO 016 173

Manahan, Jerry

Disaggregation of Student Achievement in the Principles of Economics Course: Revised.

Spons Agency—Joint Council on Economic Education, New York, N.Y.

Pub Date—Dec 84

Note—50p.; Revised version of a paper presented at the Annual Meeting of the Midwest Economic Association (48th, Chicago, IL, April 5-7, 1984). Research supported by the Joint Council on Economic Education.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Economic Research, \*Economics Education, Educational Research, Higher Education, Methods Research, \*Student Characteristics, Teaching Methods Identifiers—\*Disaggregation (Data)

The purpose of this research was to estimate the educational production functions for students belonging to different subgroups in a principles of economics course. Three samples were used: (1) a large lecture class at a large state university (185 students), (2) several small sections taught by different instructors at a small private university (149 students), and (3) two sections taught by one instructor at a small private university (66 students). The three groups were disaggregated on the basis of sex of the student, age of the student, the student's score on a pretest (preTUCE), the student's pre-attitude toward economics, and the student's ability as measured by American College Test (A.C.T.) scores. Ordinary least square regression analysis was used to estimate the production function for each group and an F test was used to test for group differences. Results indicate that there was no difference in the set of coefficients for the production function when the sample was disaggregated by sex or age. However, a significant difference was indicated when the sample was disaggregated by preTUCE or A.C.T. scores. A test of coefficients of the disaggregated regressions showed that teachers have different effects on low, average, and high ability students. These results indicate that students with different levels of preknowledge or different ability levels utilize their individual attributes in different ways in order to learn. Findings suggest that students of different ability levels might learn more if separated and taught by different pedagogical methods and instructors. Over 25 data tables are provided. (Author/LH)

**ED 253 471**

SO 016 174

Prescott, Suzanne

Coverage of Major Topics in Economics in the Undergraduate Curriculum: Economists as Gatekeepers.

Pub Date—Apr 84

Note—14p.; Paper presented at the Midwest Economic Association Conference (48th, Chicago, IL, April 5-7, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Course Content, Curriculum Development, \*Economics Education, Educational Change, Educational Research, Higher Education, \*Teacher Role, Undergraduate Study Identifiers—\*Gatekeeper Role, Theory Practice Relationship

Over the last 25 years, less attention has been devoted to the role of the economist as teacher or professor than to the role of economist as scholar or researcher. Teachers have been seen as passive recipients of advances in economics research that they simply hand on to their students. Yet teachers perform an important gatekeeping function when they choose which material they will cover and emphasize in their classes and which material they will ignore. In this study 114 economics teachers at 26 colleges and universities in Illinois responded to a survey dealing with topics covered in their classes, sources for course materials, and criteria for choosing materials and topics. While teachers did include almost all of the advances in economics which Deutsch and others (1971) considered important in their evaluation of crucial ideas in social science, as well as some of the contributions from other fields, they also included topics not chosen by Deutsch. Rather than being passive recipients of the products of research, faculty are responsible for assimilating, organizing, and disseminating the contents of the field. By their choices, teachers help determine which ideas will perish and which will survive. (IS)

**ED 253 472**

SO 016 185

School District Implementation of Multicultural Education. A Technical Assistance Handbook.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

Pub Date—Jun 82

Note—153p.; For a related document, see ED 222 591.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Curriculum Development, Curriculum Evaluation, Educational Change, \*Educational Objectives, Educational Resources, Elementary Secondary Education, Minority Groups, \*Multicultural Education, Program Implementation, Teacher Education, Teaching Methods

This publication is designed to assist educators to integrate multicultural education into the entire school curriculum. Part I includes chapters on defining multicultural education, planning for multicultural education, setting goals and objectives, developing steps or activities, managing resources for multicultural education, and conducting ongoing planning and evaluation; an appendix and a bibliography are also provided. The appendix, which consists of 12 "exhibits," includes suggestions for implementation, a glossary, the rationale and philosophy behind the program, five approaches used in multicultural education, an article, "Multicultural Education in Monocultural Schools," and the Multicultural Education Quick Assessment Test. Part II, dealing with technical assistance resources, contains chapters on multicultural materials; organization plan; the KNOW-NET Project; the Multicultural Education Network; educational service districts; "Name is Me" (a guide to names of ethnic minorities); institutions of higher education; community colleges; Multicultural Inservice Training Project; bilingual education service centers; desegregation assistance centers; ERIC Clearinghouses; System of Multicultural Pluralistic Assessment (SOMPA); multicultural models, products, projects, and programs; Daybreak Star Press; publications; additional resources; books from university presses; exhibits; libraries and museums; state historical societies; graduate works; visual arts; community resources for schools; and school district implementation models. (IS)

**ED 253 473**

SO 016 186

Building Sequential Geography Skills, K-12.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

Pub Date—May 84

Note—40p.; Developed by a team of teachers in the Yakima School District #7, coordinated by Mona Stacy.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Curriculum Development, Elementary Secondary Education, \*Geography Instruction, Locational Skills (Social Studies), Maps, \*Map Skills, \*Sequential Approach, \*Skill Development, Symbolism, Teacher Developed Materials

Geography skills for elementary and secondary grades are outlined in this teacher's guide. The teaching and learning of geography skills is a developmental process. Once introduced and understood, skills must be used repeatedly and in different situations if they are to become part of the students' equipment for learning. A planned program for skill building and learning is needed to help students transfer these skills into customary behavior in our modern society. The map skills outlined focus on direction, scale, location, symbols, and comparison and inference. Skills are outlined for individual grades at the elementary level and as a whole at the secondary level. (RM)

**ED 253 474**

SO 016 187

A Resource Guide and Annotated Bibliography on Labor Studies for Students and Teachers in the State of Washington.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

Report No.—ISP/601/84

Pub Date—Sep 83

Note—191p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Agriculture, Annotated Bibliographies, Audiovisual Aids, Biographies, Books, Curriculum Guides, Elementary Secondary Education, Games, \*Labor, Labor Problems, Labor Relations, Learning Activities, Literature, Migrants, Periodicals, Reference Materials, Resource Materials, Simulation, State History, Unions, \*United States History, Units of Study Identifiers—\*Labor Studies, Songs, Washington

Resource materials to help students understand the important role labor has played in U.S. history are cited in this annotated listing. The majority of the items cited are intended for secondary students and the general reader; however, some materials for elementary students are also included. The bibliography begins by describing 63 activities for teaching labor studies. Curriculum/study guides are then listed, and a lesson on the history of American labor is outlined. Books dealing with labor history, minorities and women, labor unions, economics and labor relations, migrants and agriculture, biography, and labor in the state of Washington are summarized. Pamphlets, booklets, and reprints are listed. Other print materials cited include U.S. government publications, labor magazines and newspapers, journal articles, bibliographies, reference materials, literature, labor songs, and simulations and games. Audiovisual aids are cited, including photographs, transparencies, video recordings, and films. Also provided are listings of labor unions in the state of Washington, a chronology of labor history, the labor history of Tacoma County, Washington, and labor commentaries to supplement U.S. history texts. (RM)

**ED 253 475**

SO 016 191

Boulding, Elise

The Participation of Sociologists in the Nuclear Debate.

Pub Date—Aug 84

Note—48p.; Paper presented at the Annual Meeting of the American Sociological Association (San Antonio, TX, August 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Activism, \*Global Approach, Interdisciplinary Approach, Literature Reviews, \*Nuclear Warfare, Science History, \*Social Attitudes, Social Change, \*Sociology, World Problems

Sociologists have much to contribute to the nuclear debate, yet they have remained largely unorganized and hesitant about their potential contribution to this crucial issue. While physical scientists and social scientists from other disciplines have developed numerous organizations to address the threat of war, especially nuclear war, since the 1930's, sociologists who want to work in this area have had to do so through interdisciplinary organizations. This situation calls for sociologists to return to global

analysis rather than continuing their recent emphasis on microsociology. Such subdisciplines as military sociology have not dealt with strategy issues, while the area of conflict studies has held a somewhat marginal position within the discipline. Yet, even within the narrow focus most frequently employed by sociologists, enough research has been done (e.g., in such areas as understanding how sovereign states maintain peace while pursuing their own interests) that sociologists can make contributions now. Some areas in which sociologists could make a significant impact include understanding the world military system, war symbolism in our culture, and the sociological dimensions of nuclear winter, as well as envisioning ways of designing a peaceful future. (IS)

ED 253 476 SO 016 192

**Publicizing and Encouraging Elementary Social Studies: Strategies for State and Local Councils.** National Council for the Social Studies, Washington, D.C.

Pub Date—83

Note—19p; Prepared by the Early Childhood Advisory Board (NCSS).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, \*Educational Needs, Elementary Education, Learning Activities, Mass Media, Professional Associations, \*Publicity, \*Public Relations, Recruitment, \*Social Studies, Student Projects

Strategies to help state and local social studies councils encourage the teaching of social studies in the elementary grades address the trend to eliminate social studies from the primary grades altogether. The erosion of social studies instruction for younger children must be stopped, and this can best be accomplished by leadership at the state and local levels. The handbook begins with a definition of and rationale for elementary social studies education. Goals are discussed, and general outreach strategies that state and local councils can use to publicize and encourage social studies education are outlined. Eight specific strategies that local and individual school districts can implement are then described. These include a sidewalk social studies fair at a shopping mall, a school-wide folk-life festival, a living history museum, a festival emphasizing cultures that have contributed to the local community, a social studies book week and parade, a full-dress historical reenactment of an event, a school artifacts museum, and a school social studies fair. A brochure that may be duplicated by state and local councils and used to recruit new members is included. (RM)

ED 253 477 SO 016 197

**Ellrod, Frederick E. III**  
**Synopsis of an Integrated Model of the Acting Person.**

Pub Date—Oct 83

Note—8p; Paper presented at the Meeting of the Association for Moral Education (Boston, MA, November 11-12, 1983). Based on the model used in a four-year project on the foundation of moral education, sponsored by the Council for Research in Values and Philosophy, Catholic University of America, Washington, DC.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Cognitive Processes, Decision Making, Educational Research, Interdisciplinary Approach, Models, Moral Development, \*Moral Values, \*Philosophy, Social Values, \*Values Education

The paper presents a summary of an integrated model of the moral agent, based on findings in philosophy, psychology, and education. The components of the model are cognition, affect, action, and community. Reasoning, the actor's emotional nature, free choice and character formation, and the development of the person within the social setting are all crucial components in the formation of the moral agent. The interaction of these various elements can be seen in the example of an employer deciding whether to use racial factors to discriminate among job applicants. In coming to a decision on this problem the employer has many opportunities to recognize the problem, to deliberate carefully, and to act in a way that considers the human good. Understanding right and wrong action requires understanding all aspects of the model. (IS)

ED 253 478 SO 016 198

DeLuca, Richard

**In Search of the "Real" California: History in the Fourth Grade Textbook.**

Pub Date—Aug 84

Note—11p; Paper presented at the CLIO Conference (Berkeley, CA, August 22, 1984).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Content Analysis, Educational Change, \*Educational Trends, Grade 4, Instructional Materials, Intermediate Grades, Social Studies, \*State History, \*Textbook Content, Textbooks

Identifiers—\*California History

A comparison is made between six state-adopted fourth-grade California history textbooks dating from 1940-1965 and seven textbooks adopted since 1980. The author's observations suggest that although overall changes between older and newer texts have been dramatic, the new books vary widely among themselves. Changes between older and newer texts include (1) a tendency for new texts to focus more on change and the limits and problems that accompany growth than on progress and growth, (2) a renewed emphasis on the rights of individuals as compared to an earlier emphasis on the duties of citizenship, (3) a growing respect for diversity among individuals and cultures, which replaces the once-prevalent concept of the "melting pot," and (4) a tendency for newer texts to aim for a more balanced and realistic presentation of facts. Two suggestions for making content more relevant are proposed. Texts used in the comparison include "California Beginnings" (Lola B. Hoffman, 1948), "Our California" (Irmagard Richards, 1952), "California Yesterdays" (Irmagard Richards, 1957), "Long-Ago Stories of California" (Rambeau and Rambeau, 1957), "A Child's History of California" (Enola Flower, 1958), "California: A History" (Mabel Young Williams, 1958), "California: Your State" (Ester Crabtree and others, 1983), "California, Its Place in the World" (John Jarolimek and others, 1983), "California" (June Chapin and others, 1984), "California" (Kevin Stow, 1980), "California History: The Study of Your State" (Joan Schreiber and others, 1984), "California: Yesterday & Today" (Dorlynn C. Anema and others, 1984), and "Our California" (Carlos E. Cortes, 1983). (LH)

ED 253 479 SO 016 201

Gold, Steven C. Pray, Thomas F.

**Criticisms of the Use of Computerized Simulations in Economics: A Rebuttal.**

Pub Date—16 Mar 84

Note—18p; Paper presented at the Annual Meeting of the Eastern Economic Association (New York, NY, March 16, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, \*Computer Simulation, \*Economics Education, Educational Research, \*Evaluation Criteria, Higher Education, Literature Reviews, Methods Research, Simulation, Teaching Methods

The primary purpose of this paper is to examine negative findings regarding the use of simulations in economics education and to make suggestions for effective use of computerized economic simulations. The first part of the paper reviews experiential learning theory and previous economics education studies by Wentworth and Lewis (1972); Chismar, Hiebert, and McCanney (1975); Emery and Enger (1970); and Cox (1972). It is argued that these studies, which generally concluded that computer-based exercises were not effective pedagogical tools, each had a serious methodological weakness as a result of poor experimental design. The second part of the paper addresses a number of design and implementation issues that warrant consideration prior to judging the overall effectiveness of computerized simulations. Recommendations include fundamental design requirements such as ease in data entry, detailed and comprehensive manuals for both instructors and students, regular status reports on student performance, worksheets and guidelines for both decision making and applications of economic concepts, and computer-generated summary reports for the instructor. In addition, for effective implementation of an economic simulation, the activity must be treated as a supplement and not a substitute for traditional lectures and regular assignments relating economic concepts to the simulation are required. It is concluded that if properly designed and integrated into the classroom, computer-

ized simulations can be beneficial pedagogical tools in economics. (LH)

ED 253 480 SO 016 202

Premo, Patrick M.

**The Contribution of Required Student Participation in Class to the Learning Process. An Experiment in Teaching Effectiveness.**

Pub Date—16 Mar 84

Note—19p; Paper presented at the Annual Meeting of the Eastern Economic Association (New York, NY, March 16, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Accounting, Business Administration Education, Educational Research, Higher Education, Instructional Improvement, Introductory Courses, Public Speaking, \*Student Participation, \*Teacher Effectiveness, \*Teaching Methods

An experiment in which students in an introductory accounting class took turns acting as teacher by giving presentations on accounting problems before the class produced mixed results. The majority of students benefited from the public speaking experience and a few may have learned the subject matter better as a result of it. In the study all students continued to be responsible for all the assigned homework problems but the oral analysis of the simpler problems was assigned to students on a rotating basis. The student in charge also had to answer questions from other students and the teacher. Other accounting classes taught during the same semester were used for comparison. Observation indicated that most students did their best and received cooperation from fellow students. Analysis of grades on the first exam indicated that the experimental class did significantly better than the control class. However, the experimental class also had significantly higher high school grades. A questionnaire administered to the students indicated some enthusiasm for the experiment and no evidence of negative impact, but also no clear-cut results. (IS)

ED 253 481 SO 016 204

Thiari, Frank D.

**An Alternative to the Problematic Macro-Micro Structure of Introductory Economics.**

Pub Date—21 Nov 83

Note—33p; Paper presented at the Annual Conference of the Southern Economic Association (53rd, Washington, DC, November 21, 1983). Exhibit 3 contains small print.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, \*Course Organization, \*Economics Education, Higher Education, Teaching Methods, Undergraduate Study

Identifiers—\*Macroeconomics, \*Microeconomics

The paper explains an alternative structure to teaching micro and macroeconomic theory and describes the characteristics that make it an effective framework for introductory and principles courses. The teaching of economics principles typically proceeds by separating macroeconomic theory and microeconomic theory. But the use of the macro-micro division in introductory economics courses and textbooks is becoming increasingly difficult to defend in light of the growing awareness of the numerous interdependencies between the two. Moreover, the division of the topics into macro and micro components is incomplete in that it does not structure adequately several sets of important subjects which do not fit neatly into the micro-macro structure. Fortunately, there is available an alternative organizational structure which is not tied to the distinction between macro and micro and which enables economics educators to provide a comprehensive and complete view of reality from the perspective of economics. The suggested structure emerges from the economist's recognition of scarcity as a universal phenomenon. The study of economics may be organized, therefore, by an exposition of the various ways of coping with scarcity that are available to both societies and individuals. Five illustrative charts and a course outline are included. (Author/LH)

ED 253 482 SO 016 205

Mogee, Laura, Comp.

**The Visual Arts in Iowa Schools.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—84

Note—124p.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Art Education, Community Resources, \*Curriculum Development, Educational Objectives, Elementary Secondary Education, Employment Opportunities, Evaluation Criteria, Gifted, Guidelines, Program Descriptions, Special Education, Teacher Qualifications, \*Visual Arts

Identifiers—\*Iowa

This handbook of information and suggestions for improving art education in the elementary and secondary schools of Iowa provides broad guidelines for the purpose and goals of a quality art education program. The guidelines may be used to inform school administrators and board members of the general characteristics of an educationally valid program and to increase the understanding of parents and the general public of the potential benefits that can be derived through art education. The first of eight sections presents a rationale for art education. The second section, on curriculum, proposes four goals as fundamental curriculum guidelines for educating young people in the visual arts. Program recommendations in the third section deal with teacher qualifications, time, class size, and facilities. The fourth section, on exceptional children, describes characteristics and suggestions for art programs for gifted and talented children and for special education students. The use of various community resources such as field trips, visiting art experts, and touring artworks is encouraged in the fifth section. The next two sections describe career opportunities in art and the effect of technology on art education. Evaluation guidelines in the eighth and final section include a list of questions for evaluation of students, teachers, programs, and the community and school as a setting for art. Appendices present a framework for art education, information about the Iowa Arts Council, and a list of Iowa art museums and galleries. (LH)

ED 253 483 SO 016 206

Bialik, Donna M. Manzer, John P.

A Schema and Rationale for Characterizing the U.S. Economy.

Pub Date—Mar 83

Note—24p.; Paper presented at the Annual Meeting of the Midwest Economics Association (47th, St. Louis, MO, April 7-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Capitalism, \*Economics Education, Educational Research, Higher Education, Instructional Improvement, Textbook Content, \*Textbook Evaluation, \*Textbook Standards, Vocabulary

Identifiers—\*United States

A survey of 15 college economic principles texts revealed a startling lack of uniformity, clarity, and precision in discussion of the U.S. economy. Descriptors of the economy were considered either primary or secondary. Primary descriptors were the major terms used to identify the U.S. economy and were used explicitly in the text. Secondary descriptors were strongly, but not explicitly, associated with the American economy. Descriptors frequently used included mixed capitalism, market economy, free enterprise, and capitalism. The characteristics that each text identified with their major descriptors were then analyzed. Results indicated a need for an objective, logical, and systematic characterization of the U.S. economy consistent with guidelines established in the "Master Curriculum Guide" of the Joint Council on Economic Education. The mixed market system is suggested as a more appropriate descriptor because it identifies the mix of resource-allocating mechanisms, the societal control of values and goals, and the primary motivating force; with a circular flow model, it can be used to identify the most important economic institution of United States society. (IS)

ED 253 484 SO 016 208

DeMartini, Joseph R.

Applied Sociology as Knowledge Utilization: A Meeting Ground for Theory and Practice.

Pub Date—Aug 84

Note—13p.; Paper presented at the Annual Meeting of the American Sociological Association (San Antonio, TX, August 27-31, 1984). Light type may not reproduce clearly.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Objectives, Higher Education, Instructional Improvement, \*Outcomes of Education, \*Social Science Research, \*Sociology, Student Projects

Identifiers—\*Applied Sociology, Theory Practice Relationship

While applied sociology has gained much popularity over the past decade, attempts to document empirically the use of sociology have produced disappointing results. Possible reasons for these results include lack of knowledge about how information is used in the decision making process, methodological bias stemming from the fact that those who research this topic have a clear stake in the outcome, and confusion over the notion of "using sociology." "Using sociology" can mean vocational use at the Bachelor of Arts level, the use of sociology in the context of the empirical method, and the use of sociological concepts such as social structure. A possible way of increasing the use of applied sociology is to teach students to document, analyze, and evaluate the application process. This can be done in a variety of settings from internships to courses. Such action should have direct impact upon the teaching of applied sociology and the use of sociology in non-academic settings. (IS)

ED 253 485 SO 016 211

Fagan, Ronald W.

Student Evaluation of an Urban Internship Program.

Pub Date—Aug 84

Note—28p.; Paper presented at the Annual Meeting of the American Sociological Association (San Antonio, TX, August 27-31, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Training, Educational Change, Higher Education, Instructional Improvement, \*Internship Programs, Program Evaluation, \*Sociology, Student Attitudes, Student Characteristics, Student Educational Objectives, Student Projects, \*Urban Education

Identifiers—Westmont College CA

Seventy-four participants were asked to evaluate a liberal arts internship program, using a 73-item questionnaire. The program consists of three components: a three day per week internship, an urban studies seminar, and an optional independent study component. The program was evaluated in terms of five program goals. The evaluation indicated that the program was successful in teaching students about working with different people (especially cross-cultural experiences), learning about the urban environment and urban problems, and participating in a living-learning community. The program was less successful in helping students apply sociological concepts and theories to the urban situation. Suggestions for improving the program include providing more structure for students in the problem discovering and solving process by having the students actively involved in the collection of quantitative and qualitative data and integrating the off-campus program with on-campus programs. (Author/IS)

ED 253 486 SO 016 212

Cloud, Kate And Others

Watermelons Not War! A Support Book for Parenting in the Nuclear Age.

New Society Educational Foundation, Philadelphia, PA.

Report No.—ISBN-0-86571-032-5

Pub Date—84

Note—167p.; Prepared by the Nuclear Education Project. Partial funding provided by the Anna H. and Elizabeth M. Chace Fund, the Philadelphia War Tax Resistance Fund, and the Lehigh Valley War Tax Resistance Fund.

Available from—New Society Publishers, 4722 Baltimore Ave., Philadelphia, PA 19143 (\$9.95, paperback; \$24.95, hardcover-plus \$1.50 shipping).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Citizen Participation, \*Citizenship Responsibility, Community Action, Controversial Issues (Course Content), \*Coping, Disarmament, Elementary Secondary Education, Futures (of Society), Individual Power, Modern History, Nuclear Technology, \*Nuclear Warfare, \*Parent Role, Radiation Effects, Resource Materials, \*Social Action

Identifiers—Nuclear Weapons

The Nuclear Education Project (NEP), a group of five women concerned about parenting in a nuclear age, developed this guide to help parents and others develop a sense of hope and promote a greater involvement in the democratic political process. Chapter I, "The Heart of the Matter," presents sections on answering possible questions children might ask and dealing with despair. Suggestions for talking with children about nuclear war are presented in subsections focusing on specific fears of children in varying age groups. Chapter II, "Nuclear Realities," presents subsections on nuclear power and nuclear weapons. The section on nuclear power focuses on the impact nuclear power has on people's lives and the environment, while briefly looking at the basic physics and mechanics of nuclear power, the fuel cycle, waste problems, and the politics of the nuclear industry. Information on nuclear weapons includes the history of the nuclear arms race, the use of nuclear weapons in World War II, the dimensions of possible destruction, the short- and long-term impact of the use of such weapons, and the cost of and politics behind specific weapons systems. Alternatives presented in chapter III involve changing lifestyles and changing technology, while Chapter IV presents suggestions for action. Anecdotes of 11 children concerned about the future are presented in the final chapter. The document concludes with an annotated bibliography of over 130 fiction and nonfiction books for children and adults and a list of organizations concerned with nuclear issues. (LH)

ED 253 487 SO 016 219

Nelson, Lynn E.

An Evaluation of United States Government Immigration Education Materials [and] Investigation of United States Immigration Education Correspondence Courses.

Spons Agency—National Council for the Social Studies, Washington, D.C.

Pub Date—Nov 84

Note—31p.; Survey sponsored by the Citizenship Committee of NCSS. Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Citizenship Education, Content Analysis, \*Correspondence Study, Government Publications, \*Immigrants, Instructional Materials, Nonschool Educational Programs, Textbook Bias, Textbook Content, \*Textbook Evaluation, Textbooks

Identifiers—\*Naturalization Programs, United States

An analysis of eight current government publications on citizenship for immigrants to the United States and results of a survey investigating immigration education correspondence courses are provided. In the first part, subjective evaluations of eight textbooks, based on seven designated criteria (copyright, readability, subject matter, multicultural sensitivity, non-sexist sensitivity, illustrations, and format) are given. Textbook titles are "Our Constitution and Government," "Our Constitution and Government, Simplified Edition," "Our Constitution and Government, Lesson Worksheets," "English, Home and Community Life," "English and Federal Government," "Our American Way of Life," "Our United States," and "Our Government." Based on numerical scores and evaluative comments for each criterion, the author concludes that (1) although texts carry recent copyrights, in general, content is from 20 to 40 years old, (2) readability scores indicate that most materials are at least junior high school level, (3) subject matter is laced with "implicit racism and overt sexism," and (4) there are no colored illustrations and few maps, and drawings generally portray only the most stereotypical image of the United States. In the second part, an assessment of immigration correspondence courses provides data from 21 surveys. On the basis of ten survey items, it is concluded that there is need for more varied print and nonprint instructional materials, more emphasis on English instruction, better recordkeeping on numbers and national backgrounds of students, and improved feedback on student work. (LH)

ED 253 488  
Ornstein, Norman

SO 016 227



**Who Decides: A Citizen's Guide to Government Decision-Making on Nuclear War.**  
Common Cause, Washington, DC; United Campuses to Prevent Nuclear War (UCAM), Washington, DC.  
Pub Date—84

Note—36p.; Financial support was provided by grants from the W. Alton Jones Foundation and the Ploughshares Fund.

Available from—United Campuses to Prevent Nuclear War (UCAM), 1346 Connecticut Ave., N.W., Suite 706, Washington, DC 20036 (\$3.00, plus \$0.60 postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, Citizenship Education, \*Decision Making, Democracy, \*Federal Government, Governmental Structure, Legislation, Legislators, \*Nuclear Warfare, Political Power, Political Science, \*Public Policy  
Identifiers—Congress, \*United States

This guide helps people understand where and how decisions on nuclear warfare are made in the United States government. The guide is organized into five main sections. "The Nature of the American Political System" covers the development of a republican form of democracy governed by checks and balances and designed so that power is shared by different branches. The characteristics of Congress as a whole and the specific committees in Congress that deal with issues related to nuclear war are covered in "The Institutions: The Congress." The section entitled "The Institutions: The Executive" discusses how the executive branch is divided by many of the same issues as Congress, even though it appears to have a more straightforward line of authority. In "The Citizen's Link: Elections," the role of the election process as well as the outcome of specific elections is stressed. A list of the members of key congressional committees for the 98th Congress and a list of additional sources of information are appended. (IS)

ED 253 489 SO 016 230

Finch, Chester E., Jr., Ed. *And Others*  
**Against Mediocrity. The Humanities in America's High Schools.**  
Vanderbilt Univ., Nashville, TN. Inst. for Public Policy Studies.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.  
Report No.—ISBN-0-8419-0945-8  
Pub Date—84

Note—276p.; A project of the Educational Excellence Network, undertaken with support from the National Endowment for the Humanities.

Available from—Holmes & Meier Publishers, Inc., IUB Building, 30 Irving Place, New York, NY 10003 (\$11.50, softcover—ISBN-0-8419-0945-8; \$29.50, hardcover—ISBN-0-8419-0944-X).

Pub Type—Collected Works - General (020) — Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Change Strategies, \*Educational Change, Educational Improvement, Educational Needs, Educational Objectives, \*Educational Quality, \*Humanities Instruction, Literature, School Effectiveness, Secondary Education, Second Languages, Social Studies, Teacher Education, Teacher Effectiveness

The place and function of the humanities in the secondary school curriculum education are discussed, and reforms to raise the quality of humanities instruction are suggested in this collection of essays. Literature, history, and languages must be taught in secondary schools in order to provide students with a quality education. The essays are grouped under the topics of the need for humanities, teaching the disciplines, case studies, teacher education, and professionalism and quality teaching. Titles and authors of essays are: "The Uses of Humanistic Schooling" (Harry S. Broudy); "Language, Reasoning, and the Humanities" (Leon Botstein); "English Teaching and Humane Culture" (Robert T. Fancher); "Foreign Languages and Humane Learning" (Carlos R. Horta); "Improving High School History Teaching" (Clair W. Keller); "Teaching the Humanities: The Ideal within the Real" (Scott Colley); "The Diminished Past: Conditions and Ideals in the Social Studies" (Gilbert T. Sewall); "On a Background for Teachers" (Peter R. Pouncey); "The Intellectual Lives of Teachers" (Edwin J. Delattre); "Teacher Education and the Predicaments of Reform" (Gary Sykes); "Teachers and Professionalism" (Jon Moline); "The State's

Responsibility for Teacher Quality" (John T. Casten); "Epilogue: A School Administrator's View" (Peter R. Greer); "Conclusions and Recommendations: High Expectations and Disciplined Effort" (Chester E. Finn, Jr., and Diane Ravitch). A bibliography of materials for further reading is included. (RM)

ED 253 490 SO 016 231

Fisher, Glen  
**International Negotiation. A Cross-Cultural Perspective.**

Report No.—ISBN-0-933662-24-6

Pub Date—80

Note—69p.; Revised version of a discussion paper first prepared for the Foreign Service Institute, Department of State.

Available from—Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096 (\$6.50).

Pub Type—Opinion Papers (120) — Books (010)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication Problems, Comparative Analysis, \*Cross Cultural Studies, Cross Cultural Training, \*Cultural Awareness, \*Cultural Interrelationships, Decision Making, Foreign Countries, \*Intercultural Communication, Intergroup Relations, International Relations, \*Social Psychology

Identifiers—France, Japan, Mexico, \*Negotiation Processes, United States

Intended for professionals who work internationally, the booklet addresses the cross-cultural communication process that is involved whenever persons of widely differing backgrounds attempt to reach agreements. Three countries (Japan, Mexico, and France) are compared and a line of questioning and analysis that a negotiator might find useful, whatever the national identity, is suggested. The first six sections presents a broad overview of the social psychology of cross-cultural negotiation; the next five sections each deal with a particular "consideration" involved in the process. The first consideration involves understanding the way that negotiators view the negotiation encounter itself (the session's social meaning, who should attend, what kind of conversations should take place, with what courtesy, and with what expected style of debate). The second consideration is concerned with ways that cultural background affects decision making style. The effect of "national character" on the negotiation process, a third consideration, involves the effect of national self-image on negotiation, specific values and implicit assumptions of negotiators, and cultural differences in styles of logic, reasoning, and persuasion. The fourth consideration, "coping with cross-cultural noise," covers the background distractions, including noise, the presence of other people, and habits or idiosyncracies that bother one party or the other. A fifth consideration, "trusting interpreters and translators" is the topic of the final section. This section examines actual limits in translating ideals, concepts, meanings, and nuances; the subjective meaning on each side of a translation; and built-in styles of reasoning that resist translation. (LH)

ED 253 491 SO 016 232

Himmelfarb, Jerome L.  
**The Social Basis of Antifeminism.**

Pub Date—Aug 84

Note—38p.; Document contains light print.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Abortions, Beliefs, Controversial Issues (Course Content), Cultural Influences, \*Feminism, Literature Reviews, Negative Attitudes, \*Religious Factors, \*Social Attitudes, Social Theories, \*Social Values, Socioeconomic Status

Identifiers—\*Equal Rights Amendment

Among the various attempts to identify the social roots of antifeminism, two theories in particular are prominent. The first argues that for both men and women, anti-abortion and anti-Equal Rights Amendment (ERA) sentiments have disproportionate appeal among lower socio-economic status, rural, and older constituencies. The second asserts that for women, these sentiments are most common among those most vulnerable to and dependent upon men. Examination of studies of anti-abortion and anti-ERA opinion suggests that both theories are wrong: what distinguishes opponents of abortion and ERA from proponents is neither social position nor personal dependency but rootedness in religious

networks. Degree of religious involvement determines availability to feminist or antifeminist mobilization and shapes cultural beliefs about the conditions that empower women and ensure their security. Both of these, in turn, determine opinion on abortion and ERA. (Author)

ED 253 492 SO 016 233

Diminnie, Carol  
**Should Business Ethics be a Required Course in the MBA Curriculum? Faculty Research Working Paper.**

Saint Bonaventure Univ., N.Y.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Eastern Economic Association (10th, New York City, NY, March 15-17, 1984).

Available from—School of Business Administration, Saint Bonaventure University, Box AY, Saint Bonaventure, NY 14778.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Business Administration Education, \*Course Content, \*Curriculum Design, Educational Philosophy, \*Ethics, Higher Education, Literature Reviews, Values Education

A review of arguments for and against including business ethics courses in the Master of Business Administration (MBA) curriculum reveals strongly opposing views. Those favoring business ethics courses argue that such courses teach a way to approach and think through a problem and provide a framework for judging behavior, that the university must respond to the needs of business, and that such courses are offered by a majority of schools. Those opposing ethics courses contend that such courses are unnecessary because businesses should not be required to be socially responsible, there is little agreement about course content, corporate responsibility is too vague and idealistic a concept to be taught, graduate students already have firm ideas of right and wrong, students do not consider them necessary, the courses compete with essential classes, faculties lack expertise, some firms will not provide tuition reimbursement, and teachers would be teaching at a trade school level. In the analysis following this summary, it is concluded that few of the arguments against teaching ethics are valid, but none of the arguments for the subject are strong enough to warrant requiring such courses. Teaching about ethics should be concerned with ways of thinking through value judgments, not with value judgments themselves. (IS)

ED 253 493 SO 016 234

MacCorquodale, Patricia  
**Self-Image, Science and Math: Does the Image of the "Scientist" Keep Girls and Minorities from Pursuing Science and Math?**

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Grant—NIE-G-79-0111

Note—29p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Educational Research, \*Females, \*Hispanic Americans, Males, \*Mathematics, Minority Groups, \*Science Curriculum, Secondary Education, \*Self Concept, Self Evaluation (Individuals), \*Sex Differences, Sex Role, Sex Stereotypes, Student Interests

Interest in the relationship between self-image and occupational choice and concern over the low representation of women and minorities in science provided the impetus for this study of 2,442 high school and junior high school students. Self-image ratings were examined with respect to the student's interest in taking science courses. Particular attention was paid to male/female differences and Mexican-American/Anglo-American differences. Results indicated that the commonly held image of the scientist corresponds to the self-image of students with an interest in science insofar as intelligence, self-confidence, independence, and creativity are concerned. Girls also include competitiveness in the image. Variation by gender and ethnic background were found significant in how students evaluated themselves and what additional characteristics were seen as part of the image of scientists. Boys and Anglo-Americans were more

likely to see themselves as intelligent and creative. They were also more likely to be interested in science. Contrary to expectations, Mexican-Americans were more interested in taking math than Anglo-Americans. Feedback to girls and minorities about their intelligence may be crucial in raising their interest in science, but it may be difficult to do so because students' self-perceptions develop over many years. (IS)

**ED 253 494** SO 016 235

*Prutman, Priscilla And Others*

**The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children.**

Report No.—ISBN-0-89529-060-3

Pub Date—78

Note—116p.; Developed as a part of the Children's Creative Response to Conflict Program.

Available from—Avery Publishing Group Inc., 89 Baldwin Terrace, Wayne, NY 07470 (\$7.95).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Class Activities, \*Conflict Resolution, \*Creative Thinking, \*Creativity, \*Critical Thinking, Decision Making Skills, Educational Games, Elementary Education, Evaluation Methods, Learning Activities, Media Adaptation, Preschool Education, \*Problem Solving, Resource Materials, Teaching Methods

These learning activities are intended to help elementary school children learn how to communicate, cooperate, and prevent or solve conflicts through creative thinking. There are 17 chapters. The first five chapters provide background information for teachers, discussing the Children's Creative Response to Conflict (CCRC) Program, ways to create a cooperative environment, and tips and techniques for implementing the activities. Chapters 6 through 15 contain the class activities. Some examples follow. Children play name games to have fun and loosen up. They learn to cooperate through group activities such as drama games. Listening skills necessary for good communication are taught through telephone and telegraph games. To develop a positive self image, children put together a book about themselves. Students learn to solve problems through skits, puppet shows, and role play. Chapter 16 contains evaluation techniques. The concluding chapter discusses how the activities can be used with other kinds of audiences, e.g., emotionally disturbed children. Appendices contain success stories of the CCRC, sample lessons, a chart indicating in which curriculum area the handbook's activities can be used, and listings of print and human resources. (MR)

**ED 253 495** SO 016 236

*Grove, Cornelius Lee And Others*

**A Fondness for Ice Water: A Brief Introduction to the U.S.A. and Its People.**

AFS International/Intercultural Programs, Inc., New York, N.Y.

Pub Date—84

Note—24p.

Available from—AFS International, 313 East 43rd St., New York, NY 10017 (\$2.50; ten or more, \$2.00 each—prepaid).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cultural Awareness, \*Cultural Traits, Life Style, \*Orientation Materials, Regional Characteristics, Social Characteristics, \*Sociocultural Patterns

Identifiers—\*United States

Intended as an introduction to those about to visit the United States for the first time, this booklet provides general information about the United States and its people. The title, derived from Mark Twain's observation that "the only distinguishing characteristic of the American character I've been able to discover is a fondness for ice water," reflects the variety and diversity of the American people. The booklet, however, while not losing sight of the differences, focuses primarily on cultural similarities of Americans. Brief sections present information on major geographic regions of America, America as a "pluralistic" society, American government, the free enterprise economic system, religious liberty in America, education, family life, and social life of American youth. Sections describing behavioral characteristics of the American people discuss American individualism, equality, friendliness, assertiveness, and the importance of hard

work. Non-verbal behavior characteristics of Americans are also described. The booklet concludes with an annotated list of eight publications produced between 1962 and 1983 on the culture of the United States. (LH)

**ED 253 496** SO 016 237

*Olson, Micael*

**Meeting Styles for Intercultural Groups. Occasional Papers in Intercultural Learning No. 7.**

AFS International/Intercultural Programs, Inc., New York, N.Y.

Pub Date—Feb 85

Note—24p.

Available from—AFS International, 313 East 43rd St., New York, NY 10017 (free).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Conferences, Cross Cultural Studies, \*Cross Cultural Training, Cultural Awareness, \*Cultural Differences, Cultural Interrelationships, Decision Making, \*Group Dynamics, \*Intercultural Communication, Intergroup Relations, \*Meetings

Intended to help those interested in developing ways of coping effectively with the wide variety of meeting and decision-making styles that are available throughout the world, the booklet integrates a number of ideas and approaches discussed at a recent convention of the Society of Intercultural Education, Training, and Research (SIETAR). An introductory section discusses implications of the correlation between language, thought, and behavior as related to meeting styles for intercultural groups. The next section, "Learning Together through Intercultural Dialogue," warns that in many cases the very structure and conventions adopted during meetings can significantly reduce the level of participation of the less dominant group and that such structure can be changed and can eventually lead to a change of attitudes as well. A section on traditional meeting styles presents examples of meeting styles of the Maaga of Nepal, the Barai of Papua New Guinea, the Ibo of Eastern Nigeria, the Mapuche of Chile, and the peasants of Malay. The examples highlight cultural diversity in leadership roles, the presence or absence of periods of silence, levels of participation, and the presence or absence of food or drink. Nine flexible aspects of the structure of meetings are briefly discussed: participant roles, sequence of participation, topic control, decision-making process, pace, space orientation, punctuality, language choice, and amenities. In the final section, examples of artificially reconstructed meeting styles are given to demonstrate the possibility of developing new styles to better facilitate meetings between intercultural groups. (LH)

**ED 253 497** SO 016 238

*Borman, Kathryn M Kurdek, Lawrence A*

**Playing Varsity Soccer: Gender Differences among High School Students.**

Pub Date—Nov 84

Note—33p.; Paper presented at the Annual Meeting of the American Anthropological Association (Denver, CO, November 14-18, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Athletics, Competition, Educational Research, Equal Education, \*Extramural Athletics, Females, High Schools, Males, \*Sex Differences, \*Sex Role, \*Soccer, Student Characteristics, Student Interests

Male and female students competing on varsity soccer teams in two public high schools, one an elite college preparatory school, the other a suburban school, were found to place differing emphasis on interpersonal, competitive, and athletic dimensions of play. In this project 65 students (36 males and 29 females) were asked to respond to measures about motivation to play soccer, soccer knowledge, school climate, empathy, occupational interests, and parent childrearing strategies. Players were also observed during games. Responses were analyzed using multivariate analysis. School and grade differences were overshadowed by gender variation in almost all factors considered. Girls value interpersonal and athletic dimensions of their varsity soccer activity, as well as cooperation and personal enrichment. Girls also had a greater comprehension of regulations and strategies. Boys valued getting good grades more than girls and were more likely to see the link between competitive sports and future achievement. (IS)

**ED 253 498** SO 016 239

*Borman, Kathryn M Kurdek, Lawrence A*

**Children's Game Complexity as a Predictor of Later Perceived Self Competence and Occupational Interest.**

Pub Date—Aug 84

Grant—NIE-G-79-0123

Note—29p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Childrens Games, Elementary Education, Females, Interest Inventories, Longitudinal Studies, Males, \*Occupational Aspiration, Play, \*Predictive Measurement, Self Concept Measures, \*Self Esteem, Social Science Research, Socioeconomic Status, Student Characteristics, Vocational Interests

The major purpose of this study was to examine the relationship between play complexity, occupational preference, and perceived self-competence. A second focus was to examine these variables in terms of age, gender, and socioeconomic status (SES). Two age groups (200 third graders and 206 sixth graders) participated in the initial part of the study. Two years later, 174 students from the original sample were further classified according to gender and SES. In order to assess game complexity, a playground log was administered to collect information about activities pursued by each child. Activities were identified and assigned scores on seven dimensions derived from Lever's factor analysis of game complexity. In addition, scores from Harter's Perceived Self-Competence Scale for Children, a 16-scale interest inventory, and four occupational complexity scores were subjected to a multivariate analysis of variance. Findings indicate that (1) children who participated in games of greater complexity tended to see themselves later as more socially and physically competent and to prefer occupations which involved more complex interactions of data, people, and things; (2) a gender disparity found for both game complexity and occupational complexity suggests that greater exposure to complex games may give boys an advantage over girls in occupational settings that have structural features common to those games; and (3) although no SES differences in complexity of play were found, lower SES children appeared to be less discriminating and less differentiated in their occupational preferences and tended to see themselves as less socially and physically competent than middle SES children. (LH)

## SP

**ED 253 499** SP 025 492

*Stones, Edgar*

**Inquiry in Teacher Education.**

Pub Date—12 Dec 80

Note—7p.; Paper presented at the Meeting of the Standing Conference on Studies in Education (December 12, 1980).

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Processes, Concept Formation, \*Educational Research, \*Educational Theories, Higher Education, \*Inquiry, \*Instructional Development, Learning Processes, Learning Strategies, Problem Solving, Research Methodology, \*Teacher Education, Teacher Education Curriculum, \*Teacher Participation

Identifiers—\*Theory Practice Relationship

Teaching is rarely theory related or experimentally oriented. The same is true of most teacher preparation courses in training institutions. Basically, both types of teaching involve the transmission of received knowledge and the imitation of performers judged to be skilled. The paradox of the uncritical acceptance of existing teaching practice and the skeptical rejection of existing theory could well be resolved by extending the skeptical scrutiny of theory to an equally skeptical scrutiny of practice. By re-appraising the nature of both, teaching in school and college could resemble pedagogical inquiry rather than simply transmission of knowledge. "Theory" may be promulgated and discussed via the various instructional media; however, the ideas, principles, and concepts should be used explicitly to guide practical activities. Teachers in training should see themselves as experimenters testing the validity of the theories they study against their ac-

tual teaching practice. Teaching, like research, is a problem solving activity. Both activities should be aimed at discovering new regularities in pedagogy in the form of theoretical principles that will help both teachers and experimenters become more effective. (JD)

ED 253 500 SP 025 551

Stark, Joan S. Austin, Ann E.

Recipients of Masters Degrees in Education at the University of Michigan. A Career Follow-up Study.

Pub Date—[82]

Note—87p; For related document, see ED 209 209.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Development, \*Education Majors, \*Education Work Relationship, \*Employment Patterns, \*Graduate Surveys, Higher Education, \*Masters Degrees, Schools of Education, Sex Differences, Teaching (Occupation) Identifiers—\*University of Michigan

A study delineated patterns of degree study and subsequent career development of master's degree recipients in education from the University of Michigan. Preliminary answers were sought on: (1) students' decisions to pursue a master's degree in education; (2) work and study patterns students followed since receiving the master's degree; (3) career patterns students have pursued since receiving the master's degree; (4) students' perceptions of the impact of the master's degree on their career progress; and (5) differences in patterns of study, career progress, reasons for pursuing the degree, or extent of perceived degree impact when graduates are grouped by sex, decade of graduation, or pursuit of career inside or outside of education. Survey respondents (N=1,669 students) are described in detail. After reporting demographics and characteristics of the sample, results obtained from the study participants are reported in part I. In part II, participants responding to the survey are compared by gender. In part III, comparisons are made of respondents by decade of graduation, and in part IV by type of career (education or non-education) pursued subsequent to the master's degree. (JD)

ED 253 501 SP 025 625

Casteel, Jim Frank Matthews, Doris B.

Burnout Prevention Programs: A Must for Staff Development.

Pub Date—Nov 84

Note—26p; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Behavior Modification, Biofeedback, Coping, \*Crisis Intervention, Faculty Development, \*Inservice Teacher Education, Locus of Control, Mental Health, \*Relaxation Training, \*Stress Management, \*Teacher Burnout

Following a description of the pattern of burnout symptoms, which include attitudinal, emotional, and physical components, measures are discussed for determining individuals' reactions to stress and their tendencies to "burnout." A discussion on strategies to cure or prevent burnout includes consideration of three basic methods: cognitive restructuring; time management; and various forms of relaxation training, such as visualization, quieting reflexes, autogenics, and biofeedback. It is suggested that an inservice program for teachers on the identification and control of burnout should be considered an imperative by school administrators. (JD)

ED 253 502 SP 025 654

Denton, Jon, Ed. And Others

New Directions in Teacher Education: Foundations, Curriculum, Policy.

Texas A & M Univ., College Station. Instructional Research Lab.

Pub Date—84

Note—125p; For the individual papers, see SP 025 655-665.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Development, Competency

Based Education, Computer Literacy, Cost Effectiveness, \*Curriculum Development, \*Educational Research, \*Educational Theories, Education Majors, \*Foundations of Education, Health Education, Higher Education, \*Policy Formation, Professional Continuing Education, Second Language Programs, \*Teacher Education, Teaching Methods

Identifiers—Piagetian Theory

This publication includes presentations made at the Aikin-Stinnett Lecture Series and follow-up papers sponsored by the Instructional Research Laboratory at Texas A&M University. The papers in this collection focus upon the basic assumptions and conceptual bases of teacher education and the use of research in providing a foundation for revision and improvement of teacher education programs. Papers are presented on: (1) a rationale for foundations in teacher education; (2) the proper study of education; (3) notes on a theory of teacher education; (4) research-based teacher education; (5) the instructional cycle and the teaching of teachers; (6) promoting computer literacy in health education; (7) instructional leadership and supervision in special language programs; (8) a performance-based approach to continuing professional development; (9) rethinking Piagetian theory and its implications for teacher education; (10) characteristics of teacher education students; and (11) a cost-effectiveness evaluation in teacher education. (JD)

ED 253 503 SP 025 655

Greene, Maxine

Perspectives and Visions: Rationale for "Foundations" in Teacher Education.

Pub Date—23 Feb 84

Note—13p; In: Denton, Jon, Ed., Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654. Paper presented at the Aikin-Stinnett Lecture Series (College Station, TX, February 23, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, \*Cognitive Style, Divergent Thinking, \*Educational Quality, \*Foundations of Education, Higher Education, \*Holistic Approach, \*Humanistic Education, Individual Differences, Integrated Activities, Preservice Teacher Education, Relevance (Education), \*Teacher Education

A rethinking of the definition of excellence is called for. It is suggested that a definition of excellence must go beyond narrow issues and include attention to the nature of the teacher, the subject matter that needs to be transformed and communicated, and the diversity of learners. Upon this triad of concerns, educators are challenged not to passively accept conventional wisdom but to be reflective and active in seeking an adequate definition of the meaning of excellence in teacher education. (JD)

ED 253 504 SP 025 656

Kneller, George F.

The Proper Study of Education.

Pub Date—16 Feb 84

Note—13p; In: Denton, Jon, Ed., Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654. Paper presented at the Aikin-Stinnett Lecture Series (College Station, TX, February 16, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cultural Context, \*Educational Anthropology, \*Educational History, \*Educational Philosophy, \*Foundations of Education, Higher Education, Humanistic Education, Individual Development, Preservice Teacher Education

The study of education is such an important undertaking it should be a regular part of the curriculum for all students, not just those preparing to be teachers. An ideal syllabus would comprise four main areas of education, interconnected with aspects of four disciplines. The areas would be: education's relation to the culture and subcultures; educational control and administration; curriculum theory; and teaching and learning. The disciplines would be history, philosophy, anthropology, and literature, together with selected information from the human sciences. The first unit would focus on history, in order to supply the background for the topics of units to follow. The second unit would include

educational aspects of such topics as acculturation, cultural change, and ethnicity, all treated largely within cultural anthropology. The third unit, drawing mostly on philosophy, would provide the skills needed to analyze concepts and arguments, and would be concerned with aims, values, and the constituents of knowledge. The final unit would center on human development, treating theories of human nature as they bear on education, and drawing principally on philosophy, literature, and psychology. (JD)

ED 253 505 SP 025 657

Shute, Robert E.

Notes on a Theory of Teacher Education.

Pub Date—84

Note—18p; In: Denton, Jon, Ed., Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, \*Educational Theories, Foundations of Education, Higher Education, Instructional Improvement, Preservice Teacher Education, \*Research and Development, \*Research Needs, \*Teacher Education, Teacher Effectiveness, \*Teaching Methods

The importance of theory in guiding research and development efforts in education is discussed. Issues related to academic foundations, professional education, and teaching fields that need to be addressed when developing a theory of teacher education include: (1) what effect different amounts, sequences, and combinations of content will have on the achievement of specified purposes of education; (2) what effect different delivery methods or experiences (e.g., lecture, laboratory, seminar, field experiences, simulations) and different student processing modes (e.g., reading, writing term papers, memorizing, observing, practicing, discussing ideas in small groups) will have on the achievement of the purposes of teacher education; and (3) what effect allocating different content, delivery methods, and student response modes to different stages in the career development of the teacher will have on the achievement of purposes of teacher education. (JD)

ED 253 506 SP 025 658

Peters, William H.

Research-Based Teacher Education.

Pub Date—84

Note—9p; In: Denton, Jon, Ed., Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, Educational Development, Higher Education, Preservice Teacher Education, Research Needs, \*Research Projects, \*Research Utilization, Teacher Behavior, Teacher Characteristics, \*Teacher Education Programs, Teacher Educators, \*Teacher Effectiveness

There is an emerging research base on teacher effectiveness that should be used in redesigning teacher education programs. However, the complexity of teaching and learning does not permit simple solutions to complex problems. Several studies, projects, and programs with the goal of conducting research for teacher education programs are discussed. A major responsibility of teacher preparation programs is to provide a context for rendering professional judgments. Structures to encourage constant updating of the knowledge base must be developed within teacher education institutions. On-going research projects need to be developed in which faculties are actively involved in preservice programs. Research, designed to diagnose and develop teaching potential within teacher education candidates, should focus on the examination of both optimum generic teaching strategies and teaching styles for specific levels and areas of education. (JD)

ED 253 507 SP 025 659

Goetz, Ernest T. And Others

The Instructional Cycle: On Teaching the Teacher.

Pub Date—84

Note—10p; In: Denton, Jon, Ed.; Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Descriptive (141)



**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Higher Education, \*Preservice Teacher Education, \*Role Models, Student Motivation, \*Student Participation, \*Teacher Behavior, \*Teacher Effectiveness, \*Teacher Student Relationship, \*Teaching Methods

The effects of instructional interactions on preservice teachers' perceptions of teacher-student roles form their ideals of what teachers and students are supposed to do and, ultimately, what they as teachers will expect and do. The mode of instruction that predominates in the large college class tends to be lecturing, with a minimum amount of time spent by students in verbalizing, and a maximum amount of time spent in taking notes. While teacher educators speak about individualization, diversity of teaching techniques, grouping strategies, and the application of knowledge, students observe something quite different. Consequently, the explicit messages about effective teaching may be lost to preservice teachers who experience instruction in a passive, receptive mode. A model is presented of instruction that engenders active student participation and can provide preservice teachers with valuable experiences in the role of active student participant. (JD)

**ED 253 508** SP 025 660

Beall, B. Sue  
**Promoting Computer Literacy in Health Education.**

Pub Date—84

Note—10p.; In: Denton, Jon, Ed.; Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, Computer Literacy, \*Health Education, Higher Education, High Schools, Preservice Teacher Education, \*Student Attitudes, Student Teachers, \*Teacher Attitudes, Teacher Effectiveness, \*Teaching Methods

Student teachers using and evaluating two alcohol education microcomputer simulation programs during their student teaching experience: (1) gained experience in utilizing the microcomputer for teaching a health topic, and (2) provided an opportunity to determine whether differences exist between student and teacher opinions about health education software. Secondary school students (n=68) and teachers (n=15) participating in the software review basically held similar opinions. They agreed on five of the seven items relating to the way the programs ran. Students and teachers disagreed on how the programs handled responses, accuracy of program content, and whether or not the lesson was boring. It would appear from a formative evaluation done by two student teachers that student and teacher opinions are not significantly different when judging software. As health education software is developed and used in the in the classroom, on-going evaluation will need to be conducted to determine how it affects the learner as well as how effective it is as a method of teaching. Introducing student teachers to using microcomputers as a method of teaching provides them with broader experience in computer literacy. (JD)

**ED 253 509** SP 025 661

Florez-Tighe, Viola  
**Instructional Leadership and Supervision in Special Language Programs.**

Pub Date—84

Note—6p.; In: Denton, Jon, Ed.; Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Development, \*English (Second Language), \*Helping Relationship, Higher Education, Preservice Teacher Education, Research Needs, \*Resource Teachers, \*Supervisor Qualifications, Supervisory Training, \*Teacher Supervision

A recent review of English as a Second Language (ESL) research revealed an increase in studies dealing with instructional approaches, language learning theories, ESL curriculum, and learning-aid study strategies; however, supervision of teaching in ESL programs was mentioned only occasionally. Supervision, when properly practiced, can provide a mechanism to: (1) promote the growth of instructional staff members; (2) improve the instructional

program for Limited-English Proficient (LEP) students; and (3) foster effective curriculum development. Many individuals assigned as curriculum supervisors are placed in supervisory roles for special population programs, yet are not adequately trained to implement or supervise programs designed for LEP students. In the field of bilingual or ESL education, the primary goal of the supervisor is to provide in-class support to classroom teachers. The supervisor should provide support along with needed information and practical experiences for professional improvement of the teachers supervised. Twelve major competencies needed by supervisors of special language programs are identified. (JD)

**ED 253 510** SP 025 662

Fellenz, Robert A.

**Performance-Based Approach to Continuing Professional Development.**

Pub Date—84

Note—10p.; In: Denton, Jon, Ed.; Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Education, \*Competency Based Education, \*Curriculum Development, Individualized Instruction, \*Professional Continuing Education, Professional Development, \*Program Effectiveness, Vocational Evaluation

One of the greatest frustrations of the curriculum developer in adult continuing professional education settings is the diverse entry levels of potential participants. One way of dealing with diversity of entry level, and at the same time relating instruction to individual needs, is through a system that bases curriculum on professional performance yet allows learners to move in and out of the instructional program at will. Performance-based education programs lend themselves to the individualization needed to keep them flexible enough to meet the needs of the learners. Unless the task expressly calls for interaction with others, or can be learned only through such interaction, a performance-based approach places no unnecessary restrictions on individualization. To be effective, a performance-based system must include such elements as: performance identification, assessment techniques, training methods as well as training resources, and opportunities for continued improvement both of the system and of those involved. (JD)

**ED 253 511** SP 025 663

Fugua, J. Diane And Others

**Rethinking Piaget: Implications for Teacher Education.**

Pub Date—84

Note—10p.; In: Denton, Jon, Ed. Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Abstract Reasoning, \*Child Development, \*Cognitive Development, \*Developmental Stages, \*Educational Theories, \*Elementary School Teachers, Higher Education, \*Teacher Education

Identifiers—\*Piagetian Theory

A survey of undergraduate education methods texts indicates that students are repeatedly exposed to the theories of Jean Piaget, with an emphasis on the stages of development and characteristics of preschool children. The suggestion is made that an evaluation should be undertaken of misconceptions that undergraduate students might develop as a result of an incomplete understanding of selected human development theories. Inappropriate practices are pointed out which have developed as a result of the exposure of preschool education students' to the theories of Piaget. The results of a study of the analogical reasoning ability of four- and five-year olds adds to the neo-Piagetian literature by demonstrating the analogical reasoning ability of these children. It is suggested that a broader base of conceptual understanding of cognitive functioning is needed by teachers of young children. (JD)

**ED 253 512** SP 025 664

Savage, Tom V.

**Who are the Teacher Education Students?**

Pub Date—84

Note—7p.; In: Denton, Jon, Ed. Peters, William, Ed. and Savage, Tom, Ed. New Directions in

Teacher Education: Foundations, Curriculum, Policy. See SP 025 664.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Aptitude, \*Career Choice, \*Education Majors, Grade Point Average, Higher Education, Predictive Validity, Preservice Teacher Education, Standardized Tests, \*Student Characteristics, \*Teaching (Occupation)

Scores on standardized tests and high school grade point average are not always good predictors of the academic ability or potential success of students choosing to become teachers. An issue often overlooked when sampling the academic qualifications is the identification of students who are not education majors but who plan on becoming teachers. Most of the research studies compare students who are education majors with those who major in other academic areas of study. This sampling overlooks the fact that many of the students who are interested in secondary school teaching actually major in fields other than education and take education courses as a means of obtaining certification. Reports about the academic qualifications of teachers which are based only on those enrolled as education majors in education are missing an important segment of the population of future teachers. There is a need for more data in making policy decisions designed to have an impact on those choosing education as a career. (JD)

**ED 253 513** SP 025 665

Denton, Jon J. Smith, Nick L.

**A Cost-Effectiveness Evaluation in Teacher Education.**

Pub Date—84

Note—17p.; In: Denton, Jon, Ed.; Peters, William, Ed. and Savage, Tom, Ed. New Directions in Teacher Education: Foundations, Curriculum, Policy. See SP 025 654.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cost Effectiveness, Educational Finance, Expenditure per Student, Higher Education, Input Output Analysis, Operating Expenses, \*Program Costs, \*Program Development, \*Program Effectiveness, Program Evaluation, \*Teacher Education Programs

An exploratory investigation was conducted of a college of education's major costs in providing the "education major" alternative to obtaining teacher certification. Basic procedures consisted of identifying appropriate cost categories and gathering the required cost information. Major effects data from previous studies were reviewed and summarized, and the relationships between program costs and program effects were investigated. The investigation linked "program effects" with cost data for alternate programs in secondary school teacher education. Results from the inquiry can be applied as base-line indicators of cost/effect units when future program revisions are being considered. In particular, the outcomes of the inquiry, i.e., a 10 percent increase in learner cognitive attainment costs an additional \$73 a semester per student, may have direct implications for whether teacher education programs should consider extending their teacher preparation period. Integrating costs with effects provides additional information for program decision-makers to use in reaching summative decisions about their teacher education programs. (JD)

**ED 253 514** SP 025 707

Watchke, Gary

**State Steps toward Educational Improvements.**

Informational Bulletin 84-IB-3.

Wisconsin State Legislative Reference Bureau, Madison.

Pub Date—Aug 84

Note—33p.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Change Strategies, Curriculum Development, \*Educational Improvement, \*Educational Policy, Elementary Secondary Education, Graduation Requirements, National Surveys, State Action, \*State Legislation, Teacher Effectiveness

Identifiers—\*Wisconsin

This bulletin highlights state initiatives addressing education problems, examines new laws, updates the state of Wisconsin's activities to improve the quality of its education, and concludes with an an-

notated list of nine publications on educational reform that are available from the Wisconsin Legislative Reference Bureau. Information is included on: (1) educational changes in selected states (Arkansas, California, Florida, Tennessee, and New York); (2) authorization and appointment of education task forces in the states; (3) recent curriculum improvements in the states; (4) recent changes affecting teacher quality in the states; and (5) legislative actions and task forces created by the Wisconsin legislature in 1983. Focus in the report on Wisconsin is on the enactment of two laws: one mandating graduation credit requirements, the other on public school curriculum requirements. (JD)

**ED 253 515** SP 025 712

**Klinzing, Hans Gerhard.** *Klinzing-Eurich, Gisela*  
**The Effects of Self-Confrontation via TV and of Additional Training Components: Group Discussion, Discrimination Training, and Practice in a Scaled-Down Situation on the Indirectness of Teacher Training.**

Pub Date—Apr 84

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Behavior Change, Feedback, \*Group Discussion, Higher Education, \*Microteaching, Peer Teaching, Preservice Teacher Education, Secondary School Teachers, \*Self Evaluation (Individuals), \*Teacher Improvement, Videotape Recordings

Four experimental studies were conducted to assess the differences in effectiveness of self-confrontation via TV when used exclusively and in combination with group discussion, discrimination training (training in the use of interaction analysis), and practice in a scaled-down situation (peer-teaching) on "the indirectness" of future secondary school teachers. The results suggest that: self-confrontation alone had practically no effect; self-confrontation with a focus provided by group discussion had an effect after a second trial; and discrimination training had a negative effect or no effect at all. Self-confrontation combined with discrimination training and the opportunity for practice in a Microteaching situation (with feedback) had desirable effects. The findings and their implications for teacher education are discussed in this paper. (Author)

**ED 253 516** SP 025 719

**James, Gordon B.**  
**Selected Health Behaviors and Associated Psychological Variables among a Group of Middle-School Students.**

Pub Date—Oct 84

Note—22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Drug Abuse, Elementary Education, Exercise, Grade 6, \*Health Education, Locus of Control, \*Parent Influence, Peer Influence, \*Physical Health, Psychological Patterns, Role Models, \*Student Attitudes, \*Student Behavior. This study investigated the potential relationships between selected self-reported health behaviors of middle school students and interacting factors, including parents, family life, social networks, and society at large. Sixth grade students (n=103) responded to five survey instruments: (1) Standard Albuquerque Public Schools Health Knowledge Test; (2) Health Attitudes Measure; (3) General Locus of Control Scale; (4) Health Locus of Control Scale; and (5) Self-Evaluation Inventory. A discussion is presented on the results of each of the tests. In considering conclusions, it is suggested that while health educators should emphasize high knowledge gain in health education, combined with good decision making skills, their impact on actual student behavior is limited. Other mitigating circumstances have a high influence on students' health behaviors, including parental behavior, family structure, role modeling, religion, and economic level. Data from the study are appended. (JD)

**ED 253 517** SP 025 726

**Purzie, Richard**

**Applying Research on Effective Teaching to Pres-**

**ervice/Inservice Elementary Teacher Preparation: A Report on Where the Snow Goes When It Melts.**

National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Contract—400-83-003

Note—37p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984). Document may not reproduce well.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Cooperating Teachers, Elementary Education, Elementary School Teachers, \*Field Experience Programs, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Research Skills, \*Research Utilization, Student Teachers, \*Teacher Behavior, Teacher Effectiveness, \*Time on Task

Identifiers—\*Research Utilization in Elementary Teacher Educ

The first section of this report describes the rationale and objectives of the Research Utilization in Elementary Teacher Education (RUETE) study which developed techniques for exposing student teachers to current research on effective instruction and effective schools. The progressive phases of the RUETE study are outlined and discussed. The second section is devoted to a description of the involvement of the Mills College Education Department with the RUETE study, and the use of study findings in implementing a field experience program involving their student teachers and cooperating teachers in applying research findings in their actual classroom settings. Focus was upon the positive relationship between academic learning time and student achievement. Active teacher behaviors, identified by research studies as being effective, were emphasized. The project was designed to demonstrate to student teachers and cooperating teachers how to assess academic learning time, academic achievement, and active teaching behaviors in their classrooms, in effect, enabling them to use a researcher's approach to their work. A discussion of the effectiveness of the RUETE project includes quotations from participants on their experiences. (JD)

**ED 253 518** SP 025 757

**Lanier, Judith E.**

**The Future of Teacher Education: Two Papers. Occasional Paper No. 79.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Contract—400-81-0014

Note—50p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$4.00).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Decision Making, \*Educational Trends, Higher Education, \*Preservice Teacher Education, \*Professional Autonomy, \*Research Needs, Teacher Characteristics, Teacher Education Programs, \*Teacher Effectiveness, Teacher Improvement, \*Teaching (Occupation)

Identifiers—Professional Role

The first paper in this volume, "What Must Be Done to Improve Teacher Education," which consists of remarks delivered at the National Forum on Excellence in Education (Indianapolis, December 1983), notes that while a number of problems with teacher education have been identified, the proposed solutions lack the coherence and compatibility needed to formulate an effective plan of reform. It is suggested that a national commission on teacher education be created to take a broad and objective view of the problems and potential solutions. The second paper, "Needed Research and Practice for the Preparation of Teaching Professionals," maintains that research and practice that will enhance teacher education in the future will be grounded in a profile of the effective teacher that acknowledges the professional requirements of the "school teaching" occupation. While some teaching requirements will always contain aspects of the performance that are labor-like, craft-like, and artistic

in nature, the research and teacher preparation programs of the future will increasingly focus on the knowledge and information-processing skills that are requisite to informed professional decision making. Such knowledge and skill will be related to the complex inter-play of teacher judgments that are required for effective response to the multiple and diverse youngsters that attend school, and the multiple and competing functions that schools are expected to serve. (JD)

**ED 253 519** SP 025 760

**Bright, Larry K. Simula, Vernon L.**

**The Potential of Interactive Learning Technologies in Formal and Nonformal Education in Rural and Urban Settings.**

Pub Date—Jul 84

Note—31p.; Paper presented at the World Assembly of the International Council on Education for Teaching (31st, Bangkok, Thailand, July 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, Educational Strategies, \*Educational Technology, Futures (of Society), Lifelong Learning, Microcomputers, \*Non-school Educational Programs, Program Development, Relevance (Education), \*Social Change, Teacher Education, \*Teaching Methods, \*Video Equipment

Identifiers—\*Interactive Videodisc Systems

The College of Education and Human Service Professions of the University of Minnesota, Duluth, has established a Center for the Advancement of Learning Technologies. The Center is committed to the development of interactive learning technologies which can be used effectively in formal and nonformal continuing adult education. Emphasis has been on the development of interactive videodisc software designed to teach the uses and applications of portable and less-expensive microcomputer equipment and software. Interactive videodisc hardware links the microcomputer and television through electronics and laser technology. This technique will be valuable for the increasing numbers of educators who teach individuals, groups, and organizations how to cope with change. As a result of the world becoming more interdependent in economics, communications, and aspirations, individuals must adapt to new careers and job skills. Educators have the knowledge and the technology to take a leadership role in developing and implementing lifelong learning programs in both formal and nonformal settings. (JD)

**ED 253 520** SP 025 797

**Warger, Cynthia L. Ed. Murphy, Linda R. Ed.**

**The Application of Microcomputers to Teacher Education. OATE-OACTE Monograph Series No. 8.**

Ohio Association of Colleges for Teacher Education, Ohio Association of Teacher Educators. Spons Agency—Ohio Confederation of Teacher Education Associations; Toledo Univ., Ohio. Coll. of Education and Allied Professions.

Pub Date—84

Note—34p.

Pub Type—Reports—Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Administrative Organization, Computer Assisted Instruction, \*Computer Literacy, Computer Oriented Programs, Computer Software, \*Curriculum Development, Elementary Secondary Education, Higher Education, \*Microcomputers, \*Program Development, Remedial Instruction, Staff Development, \*Teacher Education Programs

The articles in this monograph focus upon the use of computers in improving educational programming and administration. A description is given of a model decision-making approach to assist local school systems in adopting a computer literacy curriculum. Also included are a discussion of software selection and the components of a programming course for classroom teachers. Microcomputer applications at the university level are considered, as well as staff development in the uses of microcomputers. The following papers are presented: (1) "Computer Literacy: A Case of Curriculum Decision Making" (Loviah E. Aldinger and H. Wells Singleton); (2) "Specialized Software Selection for Speech/Language Rehabilitation" (Virginia B. Morrison); (3) "Teaching Teachers Programming: The University of Cincinnati Model" (Jeffrey S. Gordon); (4) "Administrative Uses for a Microcom-

puter in Teacher Education: The Kent State Example" (Frank G. Cookingham); and (5) "A Model for Computer Literacy Staff Development in Teacher Education: Miami University Meets the Challenge" (Kay Walls and Robert Wendel). (JD)

ED 253 521 SP 025 799

Robinson, Andrea W. Hyman, Irwin A.  
A Meta-Analysis of Human Relations Teacher Training Programs.

Pub Date—20 Apr 84

Note—14p; Paper presented at the Annual Convention of the National Association of School Psychologists (Philadelphia, PA, April 20, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Modification, \*Classroom Techniques, Conflict Resolution, Discipline, Higher Education, \*Interpersonal Competence, Meta Analysis, \*Program Effectiveness, Program Evaluation, \*Teacher Education Programs, Teacher Effectiveness, Teacher Student Relationship

A report is given of a statistical analysis of the summary findings of 14 empirical studies on the effectiveness of human relations training programs for teachers. The study sought to determine the direction and size of the effect produced by training, and determine which programs were most effective. Program approaches included: (1) Social Literacy Training; (2) Reality Therapy; (3) Teacher Effectiveness Training; (4) Transactional Analysis; (5) Human Relations Training; (6) Behavior Modification; and (7) Conflict Mediation. A chart presents a summary of the findings identified in the studies, the training type, hours of training, and instruments used in the study. A discussion of the findings indicates that although some human relations training may produce negative effects, positive effects were evident in the majority of the programs analyzed. The meta-analysis suggests that the more effective human relations programs examined trained student teachers between 20 to 30 hours and used programs based on modifications of published programs. (JD)

ED 253 522 SP 025 800

Pokalo, Mariann

The Teacher Improvement Model.

Pub Date—19 Apr 84

Note—14p; Paper presented at the Annual Meeting of the National Association of School Psychologists (Philadelphia, PA, April 19, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Techniques, Delivery Systems, \*Discipline Problems, Psychological Patterns, Secondary Education, Systems Approach, Teacher Behavior, \*Teacher Improvement, Teacher Student Relationship, \*Teaching Styles

Identifiers—\*Teacher Improvement Model

The Teacher Improvement Model was begun as an Organizational Development Project using the parallel systems approach in a school for emotionally disturbed junior high school students. Teachers volunteered for committee work and requested observations and evaluations in an effort to define and establish a discipline model best suited to them. Such a model has been determined through use of the Child Variance Inventory, and individual training packets have been developed. The underlying assumption of the Teacher Improvement Model is that all teachers want to do a good job, however, when there is a discrepancy between what teachers want to do in a classroom, what they feel they are doing, and what is actually happening, dissonance results. Theoretically, consonance between what teachers want to do, feel they are doing, and what is actually happening, should result in improved teaching. A discussion is presented on the organizational precepts underlying the model and the psychological approaches to discipline which form its basis. (JD)

ED 253 523 SP 025 801

Keane, Barbara R.

The Development of a Classroom Management Workshop through an Inservice Training Program.

Pub Date—19 Apr 84

Note—17p; Paper presented at the Annual Convention of the National Association of School Psychologists (Philadelphia, PA, April 19, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Techniques, \*Discipline, Elementary Secondary Education, Group Discussion, Inservice Teacher Education, \*Microteaching, \*Program Development, Student Behavior, Teacher Behavior, Teacher Student Relationship, \*Teacher Workshops

Identifiers—\*Kounin (Jacob)

A workshop was developed based on the work of Jacob Kounin, who identified many variables that are representative of teacher style and are strongly correlated with children's behavior in recitation settings. His work reviewed "desist" techniques employed by teachers to stop children's misbehaviors. The first step in developing the workshop consisted of a teacher videotaping a simulated teaching episode in a junior high mathematics class in an effort to demonstrate the concepts outlined by Kounin. Seven vignettes were extracted from the original product and a voice-over was recorded explaining the Kounin terminology, episode by episode. A description is given of the step-by-step development of the workshop format, its presentation to a group of inservice teachers, and an evaluation of the program by participants. Kounin's definition of terms on the dimensions of classroom management are appended, as well as a sample of the evaluation instrument for the inservice program. (JD)

ED 253 524 SP 025 804

Auer, Carol A.

An Annotated Bibliography of Current Literature and Materials Dealing with the Importance and the Teaching of Nutrition Education for the Pregnant Adolescent.

Pub Date—Apr 84

Note—39p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, Annotated Bibliographies, \*Dietetics, Early Parenthood, Eating Habits, \*Health Education, Infant Mortality, \*Nutrition Instruction, \*Pregnancy, Secondary Education, Teaching Methods

This bibliography of current writings on the topic of nutrition for the pregnant adolescent presents information in the areas of: (1) the importance of nutrition for the pregnant adolescent; (2) the what, when, and where of teaching nutrition; (3) techniques of teaching nutrition education; (4) special programs with nutrition education for the pregnant adolescent; and (5) evaluation of nutrition education. Each citation is accompanied by a brief abstract. (JD)

ED 253 525 SP 025 810

Wotherspoon, Bill

Elementary School Dance, Grade One.

Red Deer Public School District No. 104 (Alberta).

Pub Date—82

Note—65p; Document printed in blue ink on colored paper. For related documents, see SP 025 811-813.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Creative Expression, \*Dance Education, Elementary Education, Foreign Countries, \*Grade 1, \*Movement Education, Self Expression

Identifiers—Alberta

Outlines are presented for 30 creative dance lessons for first grade children. Each lesson description includes: (1) a statement of the lesson objective; (2) an overview of how the lesson illuminates a general concept of dancing; (3) musical equipment needed; (4) introductory activities; (5) tasks for skill development; (6) suggestions for the teacher; and (7) consolidation, which requires the children to apply their movement discoveries to a specific task, such as creating a dance, sequence, or pattern. An introductory statement discusses the nature of dance, movement concepts, and creative dance. A bibliography is included, as well as suggestions for music selection and equipment. (JD)

ED 253 526 SP 025 811

Wotherspoon, Bill

Elementary School Dance, Grade Two.

Red Deer Public School District No. 104 (Alberta).

Pub Date—82

Note—64p; Document printed in blue ink on colored paper. For related documents, see SP 025 810-813.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Creative Expression, \*Dance Education, Elementary Education, Foreign Countries, \*Grade 2, \*Movement Education, Self Expression

Identifiers—Alberta

Outlines are presented for 30 creative dance lessons for second grade children. Each lesson description includes: (1) a statement of the lesson objective; (2) an overview of how the lesson illuminates a general concept of dancing; (3) musical equipment needed; (4) introductory activities; (5) tasks for skill development; (6) suggestions for the teacher; and (7) consolidation, which requires the children to apply their movement discoveries to a specific task, such as creating a dance, sequence, or pattern. An introductory statement discusses the nature of dance, movement concepts, and creative dance. A bibliography is included, as well as suggestions for music selection and equipment. (JD)

ED 253 527 SP 025 812

Wotherspoon, Bill

Elementary School Dance, Grade Three.

Red Deer Public School District No. 104 (Alberta).

Pub Date—82

Note—65p; Document printed in blue ink on colored paper. For related documents, see SP 025 810-813.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Creative Expression, \*Dance Education, Elementary Education, Foreign Countries, \*Grade 3, \*Movement Education, Self Expression

Identifiers—Alberta

Outlines are presented for 30 creative dance lessons for third grade children. Each lesson description includes: (1) a statement of the lesson objective; (2) an overview of how the lesson illuminates a general concept of dancing; (3) musical equipment needed; (4) introductory activities; (5) tasks for skill development; (6) suggestions for the teacher; and (7) consolidation, which requires the children to apply their movement discoveries to a specific task, such as creating a dance, sequence, or pattern. An introductory statement discusses the nature of dance, movement concepts, and creative dance. A bibliography is included, as well as suggestions for music selection and equipment. (JD)

ED 253 528 SP 025 813

Wotherspoon, Bill

Elementary School Dance, Grade Six.

Red Deer Public School District No. 104 (Alberta).

Pub Date—82

Note—82p; Document printed in blue ink on colored paper. For related documents, see SP 025 810-812.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Creative Expression, \*Dance Education, Elementary Education, Foreign Countries, \*Grade 6, \*Movement Education, Self Expression

Identifiers—Alberta

Outlines are presented for 30 creative dance lessons for sixth grade children. Each lesson description includes: (1) a statement of the lesson objective; (2) an overview of how the lesson illuminates a general concept of dancing; (3) musical equipment needed; (4) introductory activities; (5) tasks for skill development; (6) suggestions for the teacher; and (7) consolidation, which requires the children to apply their movement discoveries to a specific task, such as creating a dance, sequence, or pattern. An introductory statement discusses the nature of dance, movement concepts, and creative dance. A bibliography is included, as well as suggestions for music selection and equipment. (JD)

ED 253 529 SP 025 814

Ford, Robert

Discipline Strategies for Teachers of Problem Students.

Washington Office of the State Superintendent of

Public Instruction, Olympia. KNOW-NET Dis-

semination Project.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jan 84

Note—53p.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.



**Descriptors**—Behavior Problems, \*Classroom Techniques, Communication Skills, \*Discipline Problems, Elementary Secondary Education, Problem Children, \*Psychological Patterns, Student Behavior, Teacher Behavior, \*Teacher Response, \*Teacher Student Relationship. Focusing on the improvement of discipline skills and management strategies for classroom teachers, four major intervention and management techniques used in classroom discipline are reviewed: (1) Teacher Effectiveness Training, a course focusing on teacher-student relationships within the framework of effective human relations and recognition of subjective human reactions to interacting situations; (2) Transactional Analysis, based on the idea that all individuals can learn to trust themselves, think for themselves, and make their own decisions; (3) Reality Therapy, a cognitive-behavioral approach focusing on cause and effect dynamics in relationships; and (4) Assertive Discipline, an approach from the behavioral school of counseling, where the focus is upon helping people to learn how to express their wants, needs, and feelings more effectively. Following a brief discussion of the underlying theory of these models and a description of their procedural steps, detailed illustrations are presented of the technique, including reports from teachers who have used the approach in a classroom setting. Specific recommendations for using these approaches with different types of students and different types of disciplinary problems and situations are presented. (JD)

ED 253 530 SP 025 819

*West, Jerry. And Others.*  
**A Trend Study of High School Offerings and Enrollments: 1972-73 and 1981-82. Contractor Report.**  
 Evaluation Technologies, Inc., Arlington, Va. Spons Agency—National Center for Education Statistics (ED), Washington, DC.  
 Report No.—NCES-84-224  
 Pub Date—Dec 84  
 Contract—300-83-0114  
 Note—236p.  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

**Pub Type**—Numerical/Quantitative Data (110) — Information Analyses (070) — Reports — Research (143)

**EDRS Price** - MF01/PC10 Plus Postage.  
**Descriptors**—\*Course Content, Educational Objectives, Educational Theories, \*Enrollment Trends, \*High Schools, High School Students, Longitudinal Studies, Public Schools, \*Required Courses, \*Secondary School Curriculum, Trend Analysis

This report summarizes the findings of the analyses of data on course offerings in the public secondary schools of the United States. The study on academic trends during the 1972-73 and 1981-82 school years focused on courses in computer application, foreign languages, mathematics, social sciences, visual and performing arts, and vocational education. Section 1 presents the rationale for the study. Section 2 describes the methodology of the analysis. In the third section, a summary highlights enrollments in each of academic years, the courses which were most frequently offered, and those with the highest enrollment. Section 4 contains a summary of the trends in subject area enrollments over the nine-year period from 1973 to 1982. Section 5 presents tables displaying the findings reported in the previous two sections. The report concludes with a technical appendix describing the survey sample designs of the 1972 and 1982 surveys. (JD)

ED 253 531 SP 025 826

*Tom, Alan R., Ed.*  
**Teacher Education in Liberal Arts Settings: Achievements, Realities & Challenges.**  
 American Association of Colleges for Teacher Education, Washington, D.C.; American Independent Liberal Arts Colleges for Teacher Education.  
 Report No.—ISBN-0-89333-033-7  
 Pub Date—[85]  
 Note—71p.

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, Suite 610, Washington, DC 20036 (\$5.00).

**Pub Type**—Opinion Papers (120) — Reports — Descriptive (141) — Collected Works - General (020)

**EDRS Price** - MF01/PC03 Plus Postage.  
**Descriptors**—Beginning Teachers, Consortia, \*Educational Quality, General Education, Higher Ed-

ucation, \*Institutional Cooperation, \*Liberal Arts, \*Private Colleges, \*Small Colleges, \*Teacher Education, Teacher Improvement. Six papers explore the liberal arts institution's opportunities to improve teacher education to meet society's intensified demands within the limitations faced by liberal arts institutions. The many advantages such institutions can offer in preparation of teachers, the collaborative efforts institutions can engage in to improve their programs, and the obstacles many institutions experience are highlighted. The following papers are presented: (1) "A Future Role for Liberal Arts Colleges in the Preparation of Teachers" (Hendrik D. Giddeon); (2) "Excellence in Teacher Education: The Liberal Arts College Perspective" (Ann M. Rule and Charles M. Stanton); (3) "Private Teacher Education: Profiles and Prospects" (Robert K. Wimpelberg, Jean A. King, and Nancy J. Nyström); (4) "Small Colleges and Educational Consortia: The Beloit Experience" (Thomas F. Warren); (5) "Collaboration for Quality: The Consortium for Excellence in Teacher Education" (Eva F. Traversi); and (6) "Educating and Evaluating Beginning Teachers in Virginia" (Robert McNerny, Michael Caldwell, and Joanne Reina). (JD)

ED 253 532 SP 025 830

**Student Assessment in Georgia 1983-84. Criterion-Referenced Tests and Basic Skills Tests Contents and Results.**  
 Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

**Pub Date**—84  
**Note**—104p.

**Pub Type**—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

**EDRS Price** - MF01/PC05 Plus Postage.  
**Descriptors**—\*Basic Skills, \*Criterion Referenced Tests, Elementary Secondary Education, \*Mathematics Skills, Program Effectiveness, \*Reading Skills, \*Scores, \*Student Evaluation Identifiers—\*Georgia

The Georgia Criterion-referenced Tests are designed to measure a core group of essential basic skills at key points throughout the educational development of students. This monograph reports test results for grades one, four, eight, and ten. Results are presented by graphs and figures, with brief narrative summaries. Information is provided on: (1) student performances in reading and mathematics criterion-referenced tests; (2) historical comparisons of student progress; (3) demographic and educational characteristics of average scale scores; (4) career awareness and development for grades four, eight, and ten; and (5) student performance on high school basic skills tests. (JD)

ED 253 533 SP 025 832

**Action Plan for Education in Georgia.**  
 Georgia State Dept. of Education, Atlanta. Office of Administrative Services.

**Pub Date**—84  
**Note**—21p.

**Pub Type**—Legal/Legislative/Regulatory Materials (090) — Reports — Descriptive (141)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—Academic Achievement, Administrative Change, College Bound Students, \*Curriculum Development, Elementary Secondary Education, \*Graduation Requirements, Leadership Training, \*Merit Pay, Program Improvement, \*Student Promotion, \*Teacher Certification, \*Teacher Education Programs Identifiers—\*Georgia

In May 1983, the Georgia Board of Education identified six tasks to be pursued in an attempt to improve education in the public schools: (1) strengthen high school graduation requirements; (2) establish statewide promotion guidelines for at least one grade in elementary school (the 3rd grade was chosen); (3) implement merit or differential pay for teachers; (4) identify basic curriculum content in each elementary grade and high school subject; (5) upgrade administrative leadership; and (6) simplify teacher certification. The tasks are described in this bulletin and action taken so far to accomplish them is reported. (JD)

ED 253 534 SP 025 834

*Moore, Earl J. Richter, Delores O.*  
**Personal Styles Analysis for Educators. Georgia Comprehensive Guidance.**

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.  
**Pub Date**—84

Note—77p.

**Pub Type**—Guides - Non-Classroom (055)

**EDRS Price** - MF01/PC04 Plus Postage.

**Descriptors**—Cognitive Mapping, \*Cognitive Style, \*Faculty Development, Group Activities, \*Interpersonal Relationship, Learning Strategies, \*Personality Measures, \*Profiles, Self Concept, Teacher Behavior, \*Teacher Characteristics, Teacher Effectiveness

This manual is designed to be used as a staff development instrument for educators to help them discover their personal cognitive and behavioral style and to aid them in using this understanding to become more effective teachers and administrators. Four personal styles are identified: (1) autonomy: solving problems, making decisions, getting results, causing action, questioning the "status quo"; (2) ideals: generating enthusiasm, articulate verbalizing, creating an environment of motivation, seeking recognition of ability, seeking freedom from control and detail; (3) competency: following procedures conscientiously, concentrating on detail and accuracy, complying with standards, focusing on performance, being concerned with credibility; and (4) relationship: making a favorable impression, performing in a dependable manner, showing constant acceptance, being a good listener, understanding others. The greatest strengths and weaknesses of each of the personality types are discussed and ways of becoming more effective are pointed out. A personal characteristics inventory is presented which may be used by an individual to determine personal style. Suggestions are made on how to plan group activities and build teams using personal style profiles. Appended are a school program priorities questionnaire and advisor style questionnaire and descriptions of learning style preferences, learning style models, and cognitive style mapping. (JD)

ED 253 535 SP 025 835

**Georgia Criterion-Referenced Tests Objectives and Assessment Characteristics for Sixth Grade Mathematics and Reading Tests (Second Edition).**

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

**Pub Date**—Jul 84  
**Note**—55p.

**Pub Type**—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price** - MF01/PC03 Plus Postage.

**Descriptors**—\*Criterion Referenced Tests, \*Educational Objectives, Elementary Education, \*Grade 6, Mathematics Instruction, \*Mathematics Skills, Reading Instruction, \*Reading Skills Identifiers—\*Georgia

Examples are given of criterion-referenced test items in mathematics and reading used at the sixth grade level in Georgia. Three skill areas are identified for mathematics: concept identification, component operations, and problem solving. Tests measure students' ability to: (1) recognize whole numbers, fractions, and decimals; (2) identify relations/properties; (3) select units to measure; (4) identify sets of points; (5) determine probability; (6) apply formulas to measure; (7) compute; (8) estimate results; (9) select operations; (10) solve word problems; (11) organize data; and (12) interpret data. Skill areas for reading are: literal comprehension, inferential comprehension, and problem solving. Tests measure students' understanding of: (1) fact/opinion; (2) explicit main idea, detail, sequences of events, cause and effect; (3) interpreting instructions; (4) implicit main idea, detail, sequences of events, cause and effect; (5) semantic relationships; (6) non-literal meanings; (7) persuasion techniques; (8) reference sources; (9) generalizations and conclusions; (10) predictions and comparisons; and (11) relevance of data. (JD)

ED 253 536 SP 025 975

*Scannell, Dale*  
**The University of Kansas Extended Teacher Education Program.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

**Pub Date**—84  
**Note**—20p.; For the Commission Final Report, see ED 252 525. For other related documents, see ED 250 287-317, SP 025 976-980, and SP 026 023.

**Pub Type**—Reports — Descriptive (141)

**EDRS Price** - MF01/PC01 Plus Postage.

**Descriptors**—Cooperative Planning, Core Curriculum, Higher Education, \*Preservice Teacher Education, \*Program Development, \*Program

Implementation, \*Program Length, Schools of Education, State Standards, \*Teacher Education Programs

**Identifiers**—\*Extended Degree Programs, National Commission on Excellence in Teacher Educ  
In the spring of 1981 the School of Education at the University of Kansas announced that students matriculating subsequent to that date would have to meet the requirements of a new teacher education program of 162 hours spread over five academic years. The decision to initiate an extended teacher education program culminated several years of planning by faculty in the School, faculty from other parts of the University, and colleagues from school districts in northeast Kansas. This paper chronicles the history of the School's decision, describes the major features of the new program, and reports some highlights of the four years of program implementation. In addition, the relationship of the new program to statewide reform activities is noted. (Auth/JD)

ED 253 537 SP 025 976

**Kluender, Mary M.**  
**The Nebraska Consortium for the Improvement of Teacher Education.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

Pub Date—Oct 84  
Note—20p; For related document, see SP 025 975.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Consortia, Higher Education, \*Intercollegiate Cooperation, Networks, \*Program Improvement, \*Research Utilization, Shared Services, Statewide Planning, \*Teacher Education Programs, \*Teacher Educators

Identifiers—National Commission on Excellence in Teacher Educ, \*Nebraska

A consortium of 15 Nebraska colleges of education was established to provide collaborative means for examining significant research for teacher education, to share information about programs and activities, and to provide a support network as the institutions work on program improvement. A description is given of the formation of the Consortium and its membership, goals, and organization. The activities of the Consortium during its first two years are outlined, and the action plans generated by participants in the workshops are discussed. The major focus of the workshops was the utilization of research on teaching and learning in teacher education programs. Plans for the future of the Consortium are discussed. Issues related to Consortium activities, such as organizational structure, long-range tasks, and funding, are considered. (JD)

ED 253 538 SP 025 977

**Cyphert, Frederick R. Nicholson, John E.**  
**Teacher Education Redesign in Ohio: Past, Present, and Future.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

Pub Date—Sep 84  
Note—32p; For related document, see SP 025 975.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Standards, \*Change Strategies, Competency Based Teacher Education, Educational Change, Higher Education, Long Range Planning, Preservice Teacher Education, Program Evaluation, \*State Standards, Teacher Certification, \*Teacher Education Programs

Identifiers—National Commission on Excellence in Teacher Educ, \*Ohio

The history of the gradual redesigning of teacher education in Ohio from the first certification law for teachers in 1825 to the present is outlined. Descriptions of the rationale and processes of changes are presented in the following sequence: (1) reforms of the past; (2) two critical decades in redesigning teacher education; (3) funding for teacher education programs; (4) principles of educational reform; (5) practices of the present; (6) formation of certification standards; (7) evaluation of teacher education programs; (8) the formation of a State Advisory Commission; (9) inter-institutional and inter-organizational communication; (10) research and redesign in teacher education; (11) standards for school administrators; and (12) prospects for the future. Appended are the Ohio Standards for Colleges or Universities Preparing Teachers, and recommendation options for the Ohio Teacher Education and

Certification Advisory Commission. (JD)

ED 253 539 SP 025 978

**Saunders, Robert L.**  
**Efforts to Reform Teacher Education in Tennessee: A Ten Year Analysis.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

Pub Date—[84]

Note—29p; For related document, see SP 025 975.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Board of Education Role, \*Change Strategies, \*Educational Change, \*Educational Legislation, Higher Education, \*Policy Formation, Preservice Teacher Education, \*Schools of Education, State Boards of Education, \*State Standards, Teacher Education Programs

Identifiers—National Commission on Excellence in Teacher Educ, \*Tennessee

This paper describes the reform processes in teacher education in Tennessee over the past ten years. The decade of school improvement efforts, which culminated in 1984 with the passage of the Comprehensive Education Reform Act (CERA), is discussed. The paper presents: (1) a summary of action taken between 1975-80; (2) an account of the action taken in 1981-82, just prior to the passage of CERA; and (3) a description of provisions in CERA that deal directly with teacher education and of those provisions of the act that have implications for teacher education, both preservice and inservice. A description is given of the Better School Program in Tennessee which laid the foundations for passage of CERA. Included in the description is a discussion of the issues raised by the Better Schools Program, and of the legislative difficulties encountered in the passage of CERA. The implications of CERA for changes in schools of education are examined. (JD)

ED 253 540 SP 025 979

**Leach, J. William Solomon, Lester**  
**Performance-Based Certification in Georgia: Present and Future.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

Pub Date—[84]

Note—18p; For related document, see SP 025 975.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, Career Ladders, Competency Based Teacher Education, \*Evaluation Criteria, Job Performance, Merit Pay, \*Minimum Competency Testing, Preservice Teacher Education, Staff Development, \*State Programs, \*Teacher Certification, \*Teacher Evaluation

Identifiers—\*Georgia, National Commission on Excellence in Teacher Educ

The Georgia Teacher Certification Tests were developed and validated to be job-related and to reflect the minimum content knowledge that is necessary to teach in each certification area in Georgia classrooms. Three assessment instruments are used in evaluating the performance of preservice students and beginning teachers. The Teacher Performance Assessment Instrument (TPAI) delineates 14 competencies required for certification. The Georgia Teachers Certification Tests (TCT) are used to determine whether prospective teachers possess essential knowledge in their respective teaching fields. The on-the-job assessment focuses on the teacher's capabilities to organize, plan, and implement instruction as well as on classroom management and interpersonal relationships with students. Each of these instruments is described in detail in this report. Included in the discussion on performance-based certification are brief descriptions of staff development processes and teacher evaluation. It is anticipated that performance-based certification will be expanded in the future and that a competitive and market sensitive career ladder program for teachers will be developed. (JD)

ED 253 541 SP 025 980

**Smith, David C. Wilson, Garfield W.**  
**The Florida Beginning Teacher Program.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

Pub Date—30 Sep 84

Note—20p; For related document, see SP 025 975.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Teachers, Educational

Legislation, \*Evaluation Criteria, Job Performance, \*Social Support Groups, \*State Programs, State Standards, \*Teacher Effectiveness

Identifiers—\*Florida Beginning Teacher Program, National Commission on Excellence in Teacher Educ

The purpose of the Florida Beginning Teacher Program is to provide a set of supervised support services to teachers in their first year of teaching. A beginning teacher support team is comprised of an experienced peer teacher, a building level administrator, and a third individual who may be a teacher educator. The team conducts formative evaluations of the beginning teacher's performance and provides feedback to help improve performance. At least three formative evaluations are conducted during the year. Near the year's end a summative evaluation is conducted which determines whether a regular teaching certificate will be given. A description is given of the process of implementing this program. The Florida Performance Measurement System is discussed with a description provided of how the generic teaching competencies used in the evaluation were developed from the existing research base. Five significant outcomes of the program are outlined, and current refinements being developed are described. (JD)

ED 253 542 SP 026 023

**Florio, David H.**  
**Excellence in Teacher Education: Options for a Federal Partnership.**

Spons Agency—National Commission on Excellence in Teacher Education (ED), Washington, DC.

Pub Date—Oct 84

Note—32p; For related document, see SP 025 975.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College School Cooperation, Educational Change, Federal Government, Federal Regulation, \*Federal State Relationship, \*Government Role, Higher Education, School Business Relationship, \*Teacher Education, Teacher Recruitment, Teacher Selection

Identifiers—National Commission on Excellence in Teacher Educ

An overview of options available for Federal cooperation in the improvement of teacher education considers possible areas in which government support may be effective. These include: (1) recruitment of talented students; (2) financial support for prospective teachers; (3) improvement grants to schools of education; (4) grants supporting cooperation between high schools and schools of education; (5) support and stimulation of partnerships between teacher education and business and the private sector; (6) encouragement of effective reward systems for effective teachers; (7) support for school improvement efforts; (8) grants for teacher research efforts; and (9) increased efforts in dissemination of findings of educational research and development projects. (JD)

TM

ED 253 543 TM 840 747

**Worthen, Blaine R. Sanders, James R.**  
**Content Specialization and Educational Evaluation: A Necessary Marriage? Paper #14 in Occasional Paper Series.**

Western Michigan Univ., Kalamazoo. Evaluation Center.

Pub Date—Sep 84

Note—45p.

Available from—Evaluation Center, Western Michigan University, Kalamazoo, MI 49008 (\$3.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, \*Evaluation, \*Evaluation Methods, \*Evaluators, Higher Education, \*Intellectual Disciplines, \*Professional Training, Specialization

Should an educational evaluator be trained as a content specialist, an evaluation specialist, or some combination of the two? A content specialist has demonstrable expertise in the field of study being evaluated, but not training in evaluation methods; the evaluation specialist has expertise in evaluation methods but may know little about the subject area being evaluated. The merits of each type of evaluator are analyzed in six areas: (1) the difficulty and

uniqueness of the subject content; (2) reference groups and impartiality; (3) the roles and tasks of evaluation; (4) the evaluator's scope of work; (5) implications for evaluator training; and (6) professional status and rewards. It is concluded that evaluation specialists are the best choice to evaluate most educational enterprises. Some attention is given to the problem of how professional evaluators may effectively manage those portions of the evaluation needing the content expertise they do not have. Content specialization plays an important role in educational evaluation, but it is neither necessary nor desirable in the training of educational evaluators. (BS)

ED 253 544 TM 850 079  
Cook, Stuart W.

Action Research: Its Origins and Early Applications.  
Pub Date—Aug 84

Note—15p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, ON, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Action Research, Evaluation Methods, Researchers, \*Research Methodology, \*Science History, Social Science Research

This paper contains informal remarks on action research in social psychology from its post World War II origins to its current status. Kurt Lewin first described action research in the 1946 article, "Action Research and Minority Problems," as a three-step process of program planning, program execution, and follow-up evaluation. Ronald Lippitt and Marion Radke also described 10 aspects of action research in 1946, based on programs to reduce anti-Semitism and racial prejudice by the Commission on Community Interrelations of the American Jewish Congress and the Institution of Ethnic Affairs. Participation in the research by the research subjects was the most important element. By 1948 four additional approaches to action research developed: diagnostic, participant, empirical, and experimental. Questions and comments on the current status of action research have been raised by Nevitt Sanford, Leona Tyler, and Stuart Oskamp. What happened to action research—whether it died, moved into other disciplines, or reemerged with new names like program evaluation or social policy research—remains unanswered. (BS)

ED 253 545 TM 850 081  
Sung, Yong H. And Others

Ability Test Performance and Test Validity Differences among Sex and Ethnic Groups. Technical Report.

Ball Foundation, Glen Ellyn, IL.  
Report No.—BF-TR-7  
Pub Date—Mar 82

Note—23p; An earlier draft of this report was presented at the Annual Multi-Ethnic Conference on Assessment (Tampa, FL, March 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, Academic Achievement, \*Aptitude Tests, Factor Analysis, \*Factor Structure, High Schools, Racial Differences, Sex Differences, Socioeconomic Status, Test Bias, \*Test Validity, \*Vocational Aptitude Identifiers—\*Ball Aptitude Battery, Test Batteries

This study assessed level and structure differences across sex and ethnic groups on a newly developed multiple aptitude battery, called the Ball Aptitude Battery (BAB), and established and examined the concurrent and differential validities of the battery relative to different groups. The 17 Ball ability variables are: clerical test; idea fluency; tonal memory; pitch discrimination; rhythm memory; inductive reasoning; word association; writing speed; paper folding; vocabulary; ideaphoria; finger dexterity-left; finger dexterity-right; grip-left; grip-right; shape assembly; and analytical reasoning. BAB test data were collected from 1,009 high school students from Illinois and Texas representing both sexes and three ethnic group (Black, White, Hispanic). Additional criterion data (overall grade point average and 10 academic course grades) were obtained for 801 students. Data showed that ethnic group and sex variables were associated with level differences, but not with the pattern and structure of abilities as measured by the Ball Aptitude Battery. Also, the simplicity of factor patterns indicate that redundancy is minimal for the tests. Findings of few sig-

nificant differential validities for sex and ethnic groups indicate that the same battery of ability tests can serve for different ethnic and sex groups. (Author/BS)

ED 253 546 TM 850 083  
Dohm, Thomas E. Sung, Yong H.

The Construct Validity of the Ball Aptitude Battery. Technical Report.

Ball Foundation, Glen Ellyn, IL.  
Report No.—BF-TR-9  
Pub Date—Aug 82

Note—23p; An earlier draft of this report was presented at the Annual Meeting of the American Psychological Association (Washington, DC, August, 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, \*Aptitude Tests, Correlation, Factor Analysis, High Schools, Multivariate Analysis, \*Test Validity, \*Vocational Aptitude

Identifiers—\*Ball Aptitude Battery, Comprehensive Ability Battery, Differential Aptitude Tests, Test Batteries

This report examines the construct validity of the Ball Aptitude Battery (BAB), a multiple ability test battery designed to measure aptitudes related to successful work behavior. Construct validation has focused attention on the role of psychological theory and on the need to formulate hypotheses that can be examined in the validation process. Evidence of construct validity arises from several sources, and this paper summarizes existing evidence from concurrent validation and factor analytic studies of the BAB. A multimethod-multitrait approach comparing the BAB with the Comprehensive Ability Battery and the Differential Aptitude Tests is reported. Each test from the three batteries was classified into one of 10 aptitude constructs derived from a previous BAB factor analysis: Grip, Finger Dexterity, Spatial, Inductive Reasoning, Analytical Reasoning, Vocabulary, Word Association, Fluency, Writing Speed, and Clerical. Correlations showed clear evidence of discriminant and convergent validity for most of the BAB aptitudes. (Author/BS)

ED 253 547 TM 850 084  
Sung, Yong H. And Others

Development and Validation of a Selection Procedure for an Apprentice Carpenter and Trainee Program. Technical Report.

Ball Foundation, Glen Ellyn, IL.  
Report No.—BF-TR-10  
Pub Date—May 83

Note—93p; Sponsored by the Chicago District Council of Carpenters.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Apprenticeships, \*Aptitude Tests, \*Carpentry, Correlation, \*Job Skills, Job Training, Postsecondary Education, Racial Differences, Screening Tests, \*Test Validity, Vocational Aptitude, Vocational Training Centers

Identifiers—\*Ball Aptitude Battery

This report presents results of a concurrent validation study for the Chicago District Council of Carpenters Apprentice and Trainee Program. Its purpose was to develop a fair screening device for applicant selection. Advanced apprentice carpenters in three specialties—construction, cabinet making, and floor covering—were administered the Ball Aptitude Battery (BAB) in the fall of 1980. Performance measures (overall grade point average (GPA) and instructor's rating) were also collected. Usable data were collected on 184 individuals. Eight of the 14 tests in the BAB correlated significantly with both GPA and instructor's rating. Multiple regression analysis results showed that four of the tests—Vocabulary, Paper Folding, Numerical Computation (Numerical Ability-I), and Numerical Reasoning (Numerical Ability-II)—significantly correlated with apprenticeship performance, as measured by GPA and instructor ratings. Validity coefficients were almost equal for both majority and minority ethnic groups using a composite score of these four tests as a predictor and GPA as a criterion. It is recommended that the four BAB tests be used to assist in the selection of applicants to the Apprentice Carpenter and Trainee Program. Appendices contain: (1) course skills and related test aptitude factors; (2) specialty job descriptions; (3) intercorrelation statistics, and (4) regression lines. (Author/BS)

ED 253 548 TM 850 085

Dong, Hei-Ki And Others

An Empirical Investigation of Sample-Free Calibration Claim of the Rasch Model. Technical Report.

Ball Foundation, Glen Ellyn, IL.  
Report No.—BF-TR-11  
Pub Date—Aug 83

Note—20p; For a related study, see TM 850 087.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability, \*Age Differences, Aptitude Tests, \*Difficulty Level, \*Goodness of Fit, Grade 9, Grade 12, Graduate Surveys, High Schools, \*Latent Trait Theory, Mathematical Models, Post Secondary Education, \*Test Items, Vocational Aptitude

Identifiers—Ball Aptitude Battery, Rasch Model

This paper examines the sample-free test calibration claim, derived from Rasch's structural model for test items, by comparing item difficulty and log ability estimates between different samples of ability levels. Three tests from the Ball Aptitude Battery—Inductive Reasoning, Paper Folding, and Vocabulary—were administered to three samples of different ability levels: (1) 353 high school freshmen; (2) 112 high school seniors; and (3) the same 112 high school seniors four years later as young adults. The Rasch model fit all three tests reasonably well in all three samples, and the claim of sample-free test calibration was supported in that the Rasch item difficulty and person ability parameters were relatively independent of the ability level of the calibrating samples. (Author/BS)

ED 253 549 TM 850 086  
Dawis, Rene V. Sung, Yong H.

The Relationship of Participation in School Activities to Abilities and Interests in a High School Student Sample. Technical Report.

Ball Foundation, Glen Ellyn, IL.  
Report No.—BF-TR-12  
Pub Date—Feb 84

Note—21p; This report is an expanded version of a paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability, Aptitude Tests, Correlation, \*Extracurricular Activities, High Schools, High School Seniors, Interest Inventories, Multiple Regression Analysis, Sex Differences, Student Characteristics, \*Student Interests, Vocational Aptitude

Identifiers—\*Ball Aptitude Battery, \*Self Directed Search

Participation in school activities is hypothesized to be a determinant of the measured abilities and interests of high school students. The Ball Aptitude Battery (yielding 14 ability scores), Holland's (1970) self directed search interest inventory, and a biographical information blank (to obtain information about participation in 53 extracurricular activities) were administered to over 900 high school seniors of both sexes. Correlational and multiple regression analyses showed different patterns of activity participation to be related to different abilities and interests. The degree of relationship was generally low, generally higher for the males than for the females, and higher for interests than for abilities. Activity correlates of abilities differed for the sexes, but activity correlates of interests tended to be similar. This suggests that the same ability can result from differential participation in activities, but the same interest develops from similar activities. (Author)

ED 253 550 TM 850 087  
Dawis, Rene V. Sung, Yong H.

The Influence of Gender, Race, and Socioeconomic Status on Ability Change in Young Adults. Technical Report.

Ball Foundation, Glen Ellyn, IL.  
Report No.—BF-TR-13  
Pub Date—May 84

Note—20p; Portions of this report were presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984). For a related study, see TM 850 085.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability, \*Aptitude Tests, \*Individual Development, Longitudinal Studies, Post Secondary Education, \*Racial Differences, \*Sex Differences, Skill Development, Socioeconomic



Status, Vocational Aptitude, Young Adults

**Identifiers**—\*Ball Aptitude Battery, Retesting  
The Ball Aptitude Battery (BAB) is a multiple ability test battery of specific work skills for use in career counseling. This study reports on ability changes by gender, race, and socioeconomic status in a BAB retest of 112 young adults four years after their initial testing. The sample consisted of 68 females and 44 males; 15 Blacks, 21 Hispanics, and 76 Whites. Test-retest correlations ranged from .32 to .88, with a median of .62. Results showed that: (1) gender and race differentially influenced ability level, but socioeconomic status did not; (2) there was no interaction between these three variables and trial (test vs. retest); and (3) three demographic variables had little effect on the ability change scores over the 4-year period. However, abilities were observed to develop (change positively) into young adulthood. (Author/BS)

ED 253 551 TM 850 088

Sung, Yong H. Dong, Hei-Ki

Occupational BAB Norms. Technical Report.

Ball Foundation, Glen Ellyn, IL.

Report No.—BF-TR-14

Pub Date—May 84

Note—96p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accountants, Aircraft Pilots, \*Aptitude Tests, Carpentry, Clerical Workers, High Schools, High School Students, Horticulture, \*Job Skills, Postsecondary Education, Teachers, \*Test Norms, Test Validity, \*Vocational Aptitude

**Identifiers**—\*Ball Aptitude Battery  
The Ball Aptitude Battery (BAB) is a multiple ability test battery of specific work skills. It is designed for use in career counseling and personnel selection. The 14 BAB tests yield 16 ability scores: Clerical, Idea Fluency, Tonal Memory, Pitch Discrimination, Inductive Reasoning, Word Association, Writing Speed, Paper Folding, Vocabulary, Ideaphoria, Finger Dexterity-Left, Finger Dexterity-Right, Grip-Left, Grip-Right, Shape Assembly, and Analytical Reasoning. An additional musical rhythm test (adapted from Seashore, Lewis, and Satevit) is also included. As part of longitudinal validity studies of the BAB by the Aptitude Validation Research project, this report presents percentile norms for each ability for eight occupational groups: accountants (n=64), airline pilots (n=19), Ball Company employees (n=61), carpenters (n=194), clerical workers (n=29), horticultural students (n=95), high school students (n=1028), and teachers (n=93). Sample sizes, means, and standard deviations for each BAB test and occupational group are given at the end of each section. (BS)

ED 253 552 TM 850 089

Dohm, Thomas E. Sung, Yong H.

Concurrent, Differential, and Construct Validities of Technical Report.

Ball Foundation, Glen Ellyn, IL.

Report No.—BF-TR-5

Pub Date—Jun 84

Note—56p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Aptitude Tests, Correlation, High Schools, Occupational Tests, Postsecondary Education, Predictive Validity, \*Racial Differences, \*Sex Differences, \*Socioeconomic Status, \*Test Validity, Vocational Aptitude

**Identifiers**—American College Testing Program, \*Ball Aptitude Battery, Differential Aptitude Tests

This study was part of a longitudinal research project to establish the validity of the Ball Aptitude Battery (BAB) relative to various academic criteria. The BAB is a multiple ability test battery of specific work skills for use in career counseling. Previous research has demonstrated that adequate validity coefficients exist for both job performance criteria and training criteria. Using data from 976 high school seniors, the purposes of the present study were: (1) to assess if level differences in performance exist on the BAB and on the ten academic criteria across sex, race, and socioeconomic status; (2) to determine the concurrent validity of the BAB against academic performance in ten high school subject areas; (3) to examine the differential validity of the BAB relative to various sex and ethnic groups; and (4) to investigate the construct validity of the

BAB by comparing it to similarly available tests—the Differential Aptitude Test (DAT) and the American College Test (ACT). Two additional but minor objectives of the study were: (1) to derive an empirical data-based socioeconomic status; and (2) to determine the best linear combination of BAB tests to predict success in four major academic areas (English, math, social studies, and natural science). (BS)

ED 253 553 TM 850 090

Rengel, Elizabeth K. And Others

Generalization and Expansion of the Ball Aptitude Battery to High School Freshmen. Technical Report.

Ball Foundation, Glen Ellyn, IL.

Report No.—BF-TR-16

Pub Date—Aug 84

Note—189p.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Ability, Age Differences, \*Aptitude Tests, Factor Structure, \*Grade 9, Grade 12, High Schools, Interest Inventories, Job Skills, Memory, \*Psychometrics, Racial Differences, Research Needs, Sex Differences, Student Characteristics, \*Test Construction, Test Norms, \*Test Reliability, Vocational Aptitude

**Identifiers**—\*Ball Aptitude Battery, Differentiation Hypothesis, Self Directed Search

The purposes of this study were to: (1) examine the psychometric properties of the Ball Aptitude Battery (BAB) on a high school freshman sample; (2) develop BAB norms for high school freshmen; (3) develop and evaluate four memory tests and a vocabulary test appropriate for freshmen; (4) examine level and structure differences for the BAB tests across race and sex groups within the freshman sample; and (5) examine the differentiation hypothesis. Subjects were 445 freshmen from nine Chicago area high schools. Results indicated that: (1) except for the vocabulary test which is too difficult, the BAB has adequate psychometric properties with a freshman sample; (2) all the memory tests warrant further development for possible inclusion in the BAB; (3) level differences across race and sex groups in the freshman sample were in expected directions, but two distinct factor patterns appeared. Because clear differences in both level and structure were found between high school freshmen and seniors, separate freshman norms were constructed. Further research is needed before conclusions can be made on the differentiation hypothesis. (Author/BS)

ED 253 554 TM 850 091

Dean, Christopher

Evaluation of the Special Program Schools Scheme.

Queensland Dept. of Education, Brisbane (Australia). Research Branch.

Pub Date—Mar 83

Note—91p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Community Attitudes, \*Disadvantaged Schools, Elementary Secondary Education, \*Federal Aid, \*Foreign Countries, Interviews, Program Descriptions, \*Program Evaluation, School Surveys, Teacher Attitudes

**Identifiers**—\*Australia (Queensland), \*Special Program Schools Scheme

This report presents 1981-82 evaluation results for the Special Program Schools Scheme (SPSS), a federally funded program for disadvantaged government schools in Queensland, Australia. The report provides both descriptive and evaluative information to the SPSS Advisory Committee to facilitate decisions for program improvement. Chapter 1 discusses data collection, analysis, and reporting procedures for both Phase I (descriptive) and Phase II (evaluative). Chapter 2 describes the SPSS Task Force, the 199 SPSS schools and the 535 SPSS programs (both system and school initiated). Chapter 3 evaluates SPSS organizational requirements and procedures sequentially from entering to exiting the scheme. Chapter 4 examines the programs themselves and presents characteristics of a 'good' SPSS program. Chapter 5 offers guidelines for reviewing the SPSS in three major areas: (1) what the scheme requires of schools; (2) the scheme's organizational procedures; and (3) the function of the scheme in schools. The appendices contain: (1) the Phase I Proforma used to code information from school pro-

gram files; (2) procedures for selecting the 25 SPSS schools visited in Phase II; (3) Phase II interview question form for principals; (4) Phase II interview question form for teachers and community representatives; (5) observation checklist for equipment/material; (6) tables showing Phase II school interview participants; and (7) list of observed problems with equipment and materials. (BS)

ED 253 555 TM 850 092

Burton, Stephen A. Goggin, William C.

The Factor Structure and Concurrent Validity of the FIRO-BC.

Pub Date—[84]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Factor Analysis, \*Factor Structure, \*Interpersonal Relationship, Peer Evaluation, \*Preadolescents, \*Self Concept Measures, Student Behavior, \*Test Validity

**Identifiers**—FIRO BC Scale

Fundamental Interpersonal Relations Orientation Behavior Scale for Children (FIRO-BC) is a self-report measure of 9- through 13-year-old children's interpersonal behavior on six dimensions: expressed-inclusion, wanted-inclusion, expressed-control, wanted-control, expressed-affection, and wanted-affection. This investigation examined the factor structure and factor stability of the FIRO-BC. Additionally, an attempt was made to empirically determine the concurrent validity of the three interpersonal behavior areas measured by the FIRO-BC (inclusion, control, and affection) using peer-nomination data. Data were collected from public school students in two administrations, one year apart (n=282; n=226). Approximately 39 percent of the subjects took part in both. It was determined that a six factor solution was stable across test administrations, but that the FIRO-BC scales do not appear to adequately measure the theoretical constructs which were hypothesized by Schutz (1958). (Author/BS)

ED 253 556 TM 850 095

Marsh, Herbert W.

Global Self-Esteem: Its Relation to Weighted

Averages of Specific Facets of Self-Concept.

Pub Date—15 Jan 85

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Correlation, \*Factor Structure, Foreign Countries, \*Predictor Variables, \*Self Concept Measures, \*Self Esteem, Weighted Scores

**Identifiers**—Australia, \*Self Description Questionnaire III

Theory and common sense posit that the effect of a specific facet of self-concept on Global Esteem will vary with the importance placed on that facet, but no support for this interactive hypothesis was found. Unweighted averages of 12 distinct dimensions of self-concept from the Self Description Questionnaire III correlated about .7 with Global Esteem, but weighting each facet by the importance assigned to it by the entire group, by diverse subgroups, or by each individual made no difference. Even "random number" weights did almost as well, while optimal weights derived from multiple regression did only slightly better, suggesting that differential weighting has little effect. Nevertheless, weak support for the hypothesis was found for the Spiritual and Physical Abilities facets, and these were the two facets where the importance ratings varied the most. Though Global Esteem was reasonably well predicted by the specific facets, few specific facets were adequately predicted by Global Esteem, arguing against the sole reliance on a single global measure in self-concept research. (Author)

ED 253 557 TM 850 097

Watt, Michael

A Guide for Selecting Bilingual Bicultural Resources Materials. [Volume I].

Pub Date—84

Note—99p.; Master of Education Project, University of Tasmania. For Volumes II and III, see TM 850 098-099.

Available from—Michael Watt, Testing and Assessment Services, Div. of Educational Programs, Education Dept. Tasmania, 116 Bathurst Street, Hobart, Tasmania, 7000, Australia. (SAus 4.00 plus postage).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education Programs, \*Bilingual Instructional Materials, \*Dutch, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, \*Foreign Countries, Immigrants, Institutional Characteristics, \*Instructional Materials, \*Multicultural Education, Private Schools, Resource Materials, Second Language Instruction  
Identifiers—\*Australia (Tasmania)

This is the first of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. Volume I has two parts: (1) "A Review of Analytic Instruments for the Evaluation of Bilingual Bicultural Resource Materials;" and (2) "Selecting Resource Materials for Dutch Bilingual Bicultural Education." Part 1 describes the criteria for this Australian evaluation instrument developed from the literature review. The instrument draws on Stake's (1967) model of educational evaluation and current developments in psycholinguistics, sociolinguistics, and multicultural education. Part 2 presents the contextual background and investigatory methodology for a research project evaluating resource materials used in programs for Dutch immigrants in four independent schools in Tasmania (the Calvin Christian School, Emmanuel Christian School, Launceston Christian School and the John Calvin School). A five page bibliography, author index, subject index, and four maps are appended. (BS)

ED 253 558 TM 850 098

Watt, Michael. *De Jong, Marilyn*  
A Guide for Selecting Bilingual Bicultural Resource Materials. (Volume II). Analysis and Annotations of Dutch Bilingual and Bicultural Resource Materials.

Pub Date—84

Note—194p.; Master of Education Project, University of Tasmania. For Volumes I and III, see TM 850 097 and TM 850 099.

Available from—Michael Watt, Testing and Assessment Services, Div. of Educational Programs, Education Dept. Tasmania, 116 Bathurst Street, Hobart, Tasmania, 7000, Australia, (\$Aus 4.00 plus postage).

Pub Type—Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education Programs, \*Bilingual Instructional Materials, \*Dutch, Elementary Secondary Education, Evaluation Methods, Foreign Countries, Instructional Materials, \*Multicultural Education, Resource Materials, Second Language Instruction, Textbook Evaluation  
Identifiers—\*Australia (Tasmania)

This is the second of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. This volume is a guide to available Dutch bilingual bicultural materials, and contains: (1) an introduction to using the developed evaluation criteria to analyze resource materials within the context of appropriate programs; (2) analyses for 10 basic instructional resource materials; (3) annotations for 20 supplementary resource materials; and (4) analyses for two professional resource materials on the Netherlands. Each analysis contains the following components: identification of resource material; its rationale, research, and development; antecedents; background characteristics; goals; transactions; contents; methods; outcomes; evaluation; contingencies and congruence; assessment and recommendation. Indexes to titles of books in a series, subjects, authors and developers, and publishers and distributors are provided. (BS)

ED 253 559

Watt, Michael

A Guide for Selecting Bilingual Bicultural Resource Materials: The Analytic Instrument. [Volume III].

Pub Date—84

Note—92p.; Master of Education Project, University of Tasmania. For Volumes I and II, see TM 850 097-098.

Available from—Michael Watt, Testing and Assessment Services, Div. of Educational Programs, Education Dept. Tasmania, 116 Bathurst Street, Hobart, Tasmania, 7000, Australia, (\$Aus 4.00 plus postage).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education Programs, \*Bilingual Instructional Materials, Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, Foreign Countries, \*Instructional Materials, \*Multicultural Education, Resource Materials, Textbook Evaluation  
Identifiers—Australia (Tasmania)

This is the third of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. This volume contains the four evaluation instruments developed during this project: (1) Criteria for the Evaluation of Resource Materials-Evaluator's Form; (2) Criteria for the Evaluation of Resource Materials, Background Characteristics in General Contexts-Evaluator's Form; (3) Criteria for the Evaluation of Resource Materials, Decision-Making in a Specific Context-User's Form; and (4) Criteria for the Evaluation of Resource Materials-Evaluator's Form for Annotations. The criteria and standards for these instruments were developed primarily from the following instruments: the Sussex Scheme (Braut, 1975); EPIE form A (Educational Products Information Exchange Institute); the Ethnic Studies Materials Analysis System and the Curriculum Materials Analysis System (Social Science Education Consortium). (BS)

ED 253 560

Hathaway, Walter E.

Hopes and Possibilities for Educational Information Systems.

Pub Date—Feb 85

Note—13p.; Abstract of remarks prepared for presentation at the Conference on Information Systems and School Improvement (Los Angeles, CA, February 6-7, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Databases, \*Decision Making, \*Educational Assessment, \*Educational Change, \*Educational Improvement, Educational Research, Educational Technology, Elementary Secondary Education, Information Networks, \*Information Systems, \*Information Utilization  
Identifiers—Distributed Data Processing Systems, \*Educational Information

The main barrier to effective instructional practice is lack of information. Comprehensive information systems are evolving which will capture and present the information required for a truly effective and efficient education system. Barriers to computerized information systems are no longer technical but stem from a lag in the will, wisdom, and wherewithal to develop and use them. A lack of sustained commitment by overworked school teaching and administrative staff to gathering and maintaining data for their own use or for reporting upward has been the biggest obstacle. Distributed processing and building-based computer technology is making school based data input and utilization easier and more rewarding for building staff. Data from school input can be skimmed off for higher level decision-making and educational research. While there are possible misuses of comprehensive educational information systems, their potential for revolutionizing educational decision-making about student

TM 850 099

learning and schooling operations at every level in school systems is truly exciting. (BS)

ED 253 561

Nerad, Marek

Implementation Analysis—A New Magic Tool for Research in Higher Education or, Why Don't We Learn From History in the Case of the West German Gesamthochschule Arbeitspapiere Nr. 17.

Kassel Univ. (West Germany). Scientific Center for Professional and University Research.

Pub Date—84

Note—55p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Change, Evaluation Methods, Foreign Countries, Higher Education, \*Program Evaluation, \*Program Implementation, \*Research Methodology, Universities  
Identifiers—\*Implementation Analysis, West Germany

The current literature on implementation analysis is reviewed, with emphasis on the most recent German literature. The use of implementation analysis is also discussed as a means for analysis and prediction of higher education reforms in Germany. The implementation approach emphasizes the process of carrying out a policy and explores the reasons for the deviations from the original goals. The approach assumes goals will change during the process of program realization. The implementation study of the German Gesamthochschule is used as an example of the utility of the implementation approach as an analytical tool for analysis. The conclusion is drawn that the researcher's perspective on the subject will determine any final evaluation. The argument is presented that the analytical quality of the approach is of limited use for predictions of outcomes and for prescriptions of successful implementation strategies. (DWH)

ED 253 562

Slotnick, Henry B.

Instructional Development Ways and Means: Test Scoring and Analysis: Norm-Referenced, Criterion-Referenced, and Domain-Referenced Tests.

Spons Agency—North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date—84

Note—38p.; For related documents, see ED 224 423-427.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Answer Sheets, \*Computer Software, \*Criterion Referenced Tests, Educational Testing, Higher Education, Item Analysis, Medical Education, \*Norm Referenced Tests, \*Scoring, Teacher Made Tests, Test Construction, Test Theory

Identifiers—\*Domain Referenced Tests, University of North Dakota

This manual is designed to assist faculty members at the University of North Dakota (UND) in the construction, scoring, and analysis of their classroom tests. A computer program is described which will assist staff in test scoring and analysis. The program was developed by the author in the Office of Medical Education and Evaluation of the University of North Dakota. It is accessible at the UND Computer Center. The program is capable of scoring and analyzing norm-referenced, criterion-referenced, and domain-referenced tests. The manual describes the three types of instruments and suggests appropriate uses for each. It also provides information on the preparation of scoring keys and interpretation of test results. (DWH)

ED 253 563

Wong, Ovid K.

Language Assessment of Asian Students: Problems & Implications.

Pub Date—20 Feb 85

Note—15p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Asian Americans, Elementary Secondary Education, \*English (Second Language), \*Language Proficiency, Language Research, \*Language Tests, Limited English Speaking, Psycholinguistics, \*Student Placement

Identifiers—Bruner (Jerome S), Piaget (Jean)

The problems and implications of language assess-

TM 850 101

TM 850 102

TM 850 100

TM 850 103

ment of Asian students are examined. The theories of Jean Piaget and Jerome Bruner concerning the relationship between language and cognition are explored. Cognitive operations are assumed by many educators to be related to academic achievement. Culturally, Asians favor the Piagetian interpretation of language and cognition. There are primary differences between language evaluation in Asian countries and the United States. In Asian countries, a student's language proficiency is measured in formal written examinations assessing discrete competence of grammar, composition, literature, dictation, and calligraphy. Specific primary language characteristics may interfere with a student's performance on English language assessment tests. These include the phonology, semantics, and syntax of Asian languages. The academic potential of many Asian students may not be properly assessed because language competence (ability to understand) is often greater than language performance (ability to utilize). Despite some initial language difficulties and low academic placement, many Asian students manage to strive for high educational goals resulting in considerable academic accomplishments. (DWH)

#### ED 253 564 TM 850 104

Eggleston, Richard L. Heinig, Rosemarie  
*Longitudinal Variability of Status Scores Among Students with Varying Levels of Achievement.*  
Pub Date—Oct 84

Note—6p; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Tests, Basic Skills, Cohort Analysis, Correlation, Elementary Education, Longitudinal Studies, Norm Referenced Tests, \*Standardized Tests, \*Test Reliability, \*True Scores

Identifiers—Jowa Tests of Basic Skills

The stability of annual normal curve equivalent (NCE) on the Iowa Test of Basic Skills over a period of six years was established in a previous study of status (position within a reference group). This study investigated the relationship between status stability and student achievement level. Third grade students in a suburban school district who continued through grade 8 in the same class, formed three cohort groups ( $n=153$ ,  $N=148$ ,  $n=148$ ) for this investigation. Raw scores from six consecutive years were converted to percentile ranks, using national norms, and were then transformed to normal curve equivalents for the Reading Comprehension subtest and the Total Mathematics score. Correlations between means and variances suggested a non-linear relation. When achievement levels were blocked into deciles, the within-decile variation was very large when compared to the means, and obscured any relation between achievement level and within-subject variation, although a tendency toward linearity was suggested by plotting the mean variation within deciles for Reading Comprehension. (Author/BS)

#### ED 253 565 TM 850 105

The Michigan Institute for Educational Management Assessment Center Program.  
Michigan Inst. for Educational Management, Ann Arbor.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—[Feb 85]

Note—16p; Paper presented at the Annual Michigan School Testing Conference (25th, Ann Arbor, MI, February 26-27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Administrator Evaluation, \*Administrator Selection, \*Assessment Center (Personnel), \*Assistant Principals, Eligibility, Evaluation Criteria, Evaluators, \*Principals, Professional Development, Secondary Education, Simulation

Identifiers—Michigan, \*Michigan Institute for Educational Management, National Association of Secondary School Principals

This paper delineates the organizational structure and operational procedures of the Michigan Institute for Educational Management (MIEM) Assessment Center Program for prospective school principals and assistant principals. The program is part of the Assessment Center Project of the National Association of Secondary School Principals

(NASSP). The primary program purposes are to improve leadership quality at the school building level and to promote improved training programs for principals. The center diagnoses each candidate's strengths and weaknesses in 12 skill dimensions required for effective principal performance by observing simulated activities and through personal interviews. Assessment results are reported to the candidates and the sponsoring school districts. Twelve school districts' candidates meeting eligibility requirements are selected for each assessment session. The Assessment Center program is directed by the Assessment Center Director and the Coordinating Council. Program implementation involves the partnership of the NASSP, the Michigan Department of Education, MIEM, public school districts and educational consortia. Assessors are carefully selected and trained. Report security, assessment materials, program monitoring, schedule, location, operational documents, and program evaluation are also discussed. (BS)

#### ED 253 566 TM 850 106

Stallings, William M.  
*Mind Your p's and Alphas.*  
Pub Date—85

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Research, \*Hypothesis Testing, Multivariate Analysis, \*Probability, \*Research Methodology, Research Problems, \*Statistical Significance, Statistical Studies

Identifiers—Alpha Coefficient

In the educational research literature alpha, the a priori level of significance, and p, the posterior probability of obtaining a test statistic of at least a certain value when the null hypothesis is true, are often confused. Explanations for this confusion are offered. Paradoxically, alpha retains a prominent place in textbook discussions of such topics as statistical hypothesis testing, multivariate analysis, power, and multiple comparisons while it seems to have been supplanted by p in current journal articles. The unique contributions of both alpha and p are discussed and a plea is made for using both conventions in reporting empirical studies. (Author)

#### ED 253 567 TM 850 107

Reynolds, Sharon Day, Jim  
*Monte Carlo Studies of Effect Size Estimates and Their Approximations in Meta-Analysis.*  
Pub Date—24 Aug 84

Note—19p; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, ON, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Computer Simulation, \*Effect Size, \*Estimation (Mathematics), \*Meta Analysis, \*Monte Carlo Methods, Research Problems, Sampling, Statistical Studies

Monte Carlo studies explored the sampling characteristics of Cohen's d and three approximations to Cohen's d when used as average effect size measures in meta-analysis. Reviews of 10, 100, and 500 studies (M) were simulated, with degrees of freedom (df) varied in seven steps from 8 to 58. In a two independent groups design, samples were obtained from populations whose mean differences represented a zero, small, medium, or large effect size. One thousand replications of studies within each of the 84 combinations of effect size, df, and M were conducted, and a mean and standard error were obtained for each combination of conditions. As expected, d was a positively biased estimator of effect size, overestimating by as much as 13 percent even with Hedges' correction factor. Surprisingly, the most unbiased estimator of effect size and the highest relative efficiency was obtained with the approximation to d computed from the obtained t and corrected according to Hedges. The approximations to d from the nonparametric statistic and the obtained conventional significance levels were not consistent estimators of effect size. These simulation results suggest that additional study of the behavior of effect size estimators should precede a more widespread application of meta-analysis. (Author)

#### ED 253 568 TM 850 108

Marsh, Herbert W. Jackson, Susan A.  
*Multidimensional Self-Concepts, Masculinity and Femininity as a Function of Women's Involvement in Athletics.*

Pub Date—18 Dec 84

Note—28p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Androgyny, \*Athletes, \*Females, Foreign Countries, Higher Education, High Schools, Multivariate Analysis, Psychometrics, \*Self Concept, Self Concept Measures, \*Sex Stereotypes, Validity

Identifiers—Australia, Australian Sex Role Scale, Femininity, Masculinity, \*Masculinity Femininity Variable, Self Description Questionnaire III Measures of multidimensional self-concepts (Self Description Questionnaire III), masculinity (M), and femininity (F) (Australian Sex Role Scale) were completed by high school women athletes and nonathletes, and by young adult women athletes and nonathletes. Women athletes in both age groups had substantially higher scores in masculinity and self-concept of physical ability, but did not differ substantially from nonathletes in femininity and in other areas of self-concept. Women athletes in both groups also judged their self-concept of physical ability to be more important to them than did nonathletes, but the two groups did not differ in the perceived importance of other areas of self-concept. These findings support the androgyny contention that MF should not be considered a bipolar construct and suggest that women can be more masculine without being less feminine. The specificity of the relation between athletic involvement and the multiple dimensions of self-concept also provide further support for the construct validity of the self-concept dimensions. (Author/BS)

#### ED 253 569 TM 850 109

Marsh, Herbert W. Richards, Garry E.  
*The Multidimensionality of the Rotter I-E Scale: An Application of Confirmatory Factor Analysis.*

Pub Date—10 Nov 84

Note—33p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Factor Analysis, \*Factor Structure, Goodness of Fit, \*Locus of Control, Males, Mathematical Models, Research Methodology, \*Self Concept Measures, \*Test Reliability, Young Adults

Identifiers—\*Rotter Internal External Locus of Control Scale

The purposes of the present investigation were to examine the dimensionality of the Rotter Internal-External (I-E) scale, to test the invariance of its factor structure before and after an intervention designed to alter I-E, and to demonstrate the use of confirmatory factor analysis. An a priori model based on the content of the Rotter items hypothesized six factors, and a review of 20 earlier factor analyses demonstrated that each of these factors had been previously identified. Results from time one and time two both indicated that this hypothesized model was able to adequately explain responses to the Rotter items, that the hypothesized factors were defined and distinguishable, that the factor structure was invariant over time, and that alternative models with fewer hypothesized factors or a simpler structure did not fit the data as well. In a more general discussion of the Rotter scale it was concluded that, when judged by current standards, the Rotter I-E scale is a poor measurement instrument: its internal consistency reliability is minimal, the rationale for its forced-choice format is dubious, the assumption of its unidimensionality is clearly wrong, and the distinguishable facets of the scale cannot be inferred with sufficient reliability to be practically useful. (Author)

#### ED 253 570 TM 850 110

Zeren, Andrea S.  
*A Multimedia Demonstration and Comparison of Three Structured Observational Methods.*

Pub Date—Aug 84

Note—11p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, ON, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, \*Data Collection, Higher Education, Measurement



Techniques, \*Multimedia Instruction, \*Observation, Research Methodology, Sampling, Simulation, \*Social Psychology, \*Teaching Methods, Television, Videotape Recordings

This social psychological laboratory activity permits the systematic observation of spontaneous human behavior as simulated on television and provides one way to effectively demonstrate and compare time sampling, event sampling, and trait rating techniques. The preparation involves videotaping a popular television show that depicts observable interpersonal behaviors. The entire lab exercise involves a lecture, the lab activity, and class discussion. A lecture about the guidelines, advantages, disadvantages, and data analysis of structured observational techniques is given. The class "walks through" the preparation, development, and completion of each technique. The class is then divided into three groups, each of which is responsible for the development of all components of one structured technique. The class reconvenes to observe the taped program with each student independently recording samples of behavior, using the method and data sheets constructed by their subgroup. Group reliability coefficients are calculated. The class then discusses the relative advantages/disadvantages of each method, the importance of precise operational definitions on the precision of inter-rater agreement, and the defining characteristics of scientific observation. This is an excellent activity for an in-class comparison of different structured observational techniques. Students have responded well to it and many reported a better comprehension of the methods. (Author/BS)

ED 253 571 TM 850 111

Doyle, Walter And Others

**Managing Academic Tasks in Junior High School: Background, Design, and Methodology.** (R & D Rep. No. 6185).

Texas Univ., Austin. Research and Development Center for Teacher Education. Spons. Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Contract—OB-NIE-G-80-0116-P2

Note—126p; Based on a study by the Research on Classroom Learning and Teaching Program. For a related document, see TM 850 112.

Pub Type—Reports—Research (143)—Guides—General (050)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Classroom Observation Techniques, \*Classroom Research, \*Cognitive Processes, Junior High Schools, Junior High School Students, Learning Strategies, \*Research Design, Research Methodology, Student Educational Objectives, Student Motivation, Teacher Effectiveness, \*Teaching Methods. Identifiers—Cognitive Research, \*Higher Order Learning

This report describes the conceptual background, design, and methodology for a study of management of academic tasks in junior high school. Previous research suggests that tasks students accomplish in classrooms determine what they actually learn, and acquisition of higher cognitive skills related to interpretation and planning is essential for curriculum content mastery. Daily observations focusing on academic tasks will be made for one grading period in junior high school classes in each of three subject areas: science, mathematics, and English. Teachers will be selected for their effectiveness as determined by subject coordinators' nominations, class mean achievement gains during the preceding two year period, and preliminary classroom observations.

Data on academic tasks will be obtained from classroom narrative records, instructional materials used, and graded student assignments and tests. Teachers and selected students will be interviewed concerning their perceptions of academic tasks accomplished in their classes. The study will generate information about structuring and directing student work, translating academic content and objectives into classroom tasks, and assessing task outcomes. This report contains a survey of related literature in cognitive psychology and classroom research, a description of the structure and schedule for the study, and a specification of the observation and analysis procedures. (Author/DWH)

ED 253 572 TM 850 112

Doyle, Walter And Others

**Managing Academic Tasks: An Interim Report of the Junior High School Study.** (R & D Rep. 6186).

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons. Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Contract—OB-NIE-G-83-0006-P1

Note—309p; For a related document, see TM 850 111.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC13 Plus Postage.

Descriptors—Academic Achievement, Classroom Observation Techniques, \*Classroom Research, \*Cognitive Processes, Cognitive Style, Evaluation Methods, Junior High Schools, Junior High School Students, Learning Strategies, Research Design, Research Methodology, Student Educational Objectives, Student Motivation, \*Teacher Effectiveness, \*Teaching Methods. Identifiers—Cognitive Research

This report includes an overview of the design and procedures used in the junior high school phase of a study of managing academic tasks (MAT) conducted by the Research on Classroom Learning and Teaching Program at the University of Texas at Austin. A description of the current status of data analysis, a summary of preliminary findings, and appendices with illustrative materials from the observations and analysis are also included. The MAT study is attempting to extend research in classroom management by including a focus on curriculum content. Data were gathered in junior high school classes during one grading period. Academic tasks that involved higher level cognitive processes were specifically examined. The analysis suggested that most task systems in the classrooms consist of a series of small increments. Task environments were typically familiar to students and few opportunities were provided to make higher-level decisions about content. When higher-level tasks were used, teachers were required to use a complex set of social and academic skills to manage the class. The analysis also provided descriptions of the factors involved in establishing and maintaining academic work in classrooms and a language for understanding curriculum processes. (Author/DWH)

ED 253 573 TM 850 114

Hale, Gordon A. Whittington, Beverly

**A Profile of Preparation in Mathematics.**

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—CB-R-84-6; ETS-RR-84-44

Pub Date—84

Note—31p.

Available from—College Board Publications, Box 886, New York, NY 10101 (College Board Report No. 84-6, \$5.00).

Pub Type—Tests/Questionnaires (160)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, Geometry, \*Knowledge Level, Pilot Projects, Questionnaires, Secondary Education, \*Secondary School Mathematics, \*Self Evaluation (Individuals), Student Attitudes, \*Test Construction, Trigonometry

Pilot research using a draft version of the Mathematics Inventory is discussed in this report. The Mathematics Inventory is a self evaluation instrument which covers five major subject areas: elementary algebra, intermediate/advanced algebra, plane and solid geometry, trigonometry, and coordinate geometry and functions. The instrument is considered experimental and must be subjected to proper validation. The report concludes with several appendices. Included are the Mathematics Inventory, with instructions and answer sheet; a prototype report to the student based on his or her responses to the inventory; and a prototype report to the secondary school. (DWH)

ED 253 574 TM 850 118

Sanders, James R.

**Reflections on Evaluation Plans for Bilingual Projects.**

Pub Date—[81]

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Compensatory Education, \*Data Collection, Elementary Secondary Education, \*Evaluation Methods, Evaluation Needs, Federal Aid, Government School Relationship, Program Implementation, Research Design, Testing Problems

Identifiers—Elementary Secondary Education Act Title I, \*Elementary Secondary Education Act Title VII, \*Evaluation Problems

Many difficulties are encountered when large-scale monitoring of federally-funded programs (including Title VII bilingual education programs) has been attempted. These difficulties may be categorized as follows: (1) differences in perception of the purpose of monitoring; (2) variance in the definition of the treatment (program) and expectations for results; (3) measurement issues and difficulties; (4) design issues and difficulties; and (5) cooperation and control in data collection. After discussing each of these areas in terms of design considerations for a system to monitor Title VII projects, this paper concludes with a summary of thoughts and recommendations about a strategy for collecting required information about bilingual education projects. A 33-item bibliography is included. (BW)

ED 253 575 TM 850 120

Wright, Delvive L. Bond, Steven C.

**The Relationship of Individual Differences and Student Attitudes to Achievement: An Interactive View.**

Pub Date—1 Apr 85

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Study was made possible by a grant from the University Foundation, Lincoln, Nebraska.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Aptitude Treatment Interaction, Correlation, Higher Education, \*Individual Differences, Multiple Regression Analysis, Multivariate Analysis, \*Predictor Variables, Student Attitudes, \*Student Characteristics

The relationships between a diverse set of individual difference, demographic, and aptitude variables; and a set of student attitudes and behaviors pertinent to experiences in large lecture classes were examined. The sample was 4300 students enrolled in 33 lecture classes at a large university. The relationship between the set of individual difference and background variables and the set of classroom attitudes and behaviors were examined by canonical analysis resulting in six significant canonical relations: (1) student ability to course grade received; (2) student ability, population of students' home communities, and high school class size to student effort; (3) students' family income and educational aspirations to their perceptions of background similarity of other students, instructor contact, and student attendance and motivation; (4) students' predictions of their college grades and educational aspirations to their perceptions of adequacy of classroom facilities, course reputation, and friendliness of other students; (5) students' family income to their perceptions of the adequacy of classroom facilities and course reputation; and (6) population of students' home communities, high school grades, and educational aspirations to their perceptions of the friendliness of other students, their opinions when registering, and contact with the instructor. Implications for traditional approaches to the study of achievement are discussed. (Author/BW)

ED 253 576 TM 850 121

Tracey, Terence J. Sedlacek, William E.

**The Relationship of Noncognitive Variables to Academic Success by Race over Four Years.**

Maryland Univ., College Park. Counseling Center. Pub Date—[84]

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Affective Measures, \*Black Students, Citizen Participation, \*Grade Point Average, Higher Education, Leadership Responsibility, \*Predictor Variables, Self Concept, Self Evaluation (Individuals), Social Support Groups, \*Student Attitudes, Student Educational Objectives, Test Validity, White Students

Identifiers—Non Cognitive Questionnaire

Random samples of 1979 and 1980 entering freshmen were given the Non-Cognitive Questionnaire (NCQ), designed to assess seven noncognitive dimensions associated with minority student academic success. The predictive validity of the NCQ for each race was determined with respect to cumulative grade point average (GPA) and persistence at several time periods over four years. With respect to

GPA, the NCQ was found to be highly predictive at all points over four years for both white and black students. The specific factors associated with performance were positive self concept, realistic self appraisal, and preference for long range goals. The NCQ was found to predict persistence well for black students, but not for white students. The specific factors found to be most related to black student persistence were: positive self-concept, realistic self appraisal, and academic familiarity. Early black persistence was also found to be related to having support for college plans and having a preference for long range goals. Later black student persistence was also predicted by having an understanding of racism and having demonstrated community service. These results support the validity of the NCQ and shed some light on the different variables related to black student attrition at various points in time. (Author)

ED 253 577 TM 850 123

Brown, Roger Duff, John

Report of the Chapter 1 Sustained Effects Study. Education Consolidation and Improvement Act - Chapter 1.

Columbus Public Schools, OH. Dept. of Evaluation Services.

Pub Date—Mar 84

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, \*Compensatory Education, Elementary Education, \*Longitudinal Studies, Pretests Posttests, Program Evaluation, \*Reading Achievement, Reading Tests, Vacations

Identifiers—\*Columbus Public Schools OH, \*Education Consolidation Improvement Act Chapter 1, Sustained Effects Study

Once every three years, school districts receiving Chapter 1 funds are required to conduct a study of the sustained effects of their Chapter 1 programs. To meet this requirement, the Columbus Public Schools employed a fall-spring-fall test design to determine the degree to which pupils who participated in the Compensatory Language Experiences and Reading (CLEAR) program remained at least at the same level from spring of the treatment year until fall of the next school year. Over 2,000 elementary and middle school students were in the evaluation sustained effects group. The results indicate some decline in most grade levels in reading during the summer months, with grades 6 and 7 having the greatest percentage of pupils who maintained their achievement level from the previous spring. In grades 2 through 5, over 36 percent of the students maintained their achievement level. The first grade had achieved the greatest growth at the end of the instructional period, but also showed the greatest decline over the summer. (BW)

ED 253 578 TM 850 124

Guzzetti, Barbara J.

Report on Instruments for Measuring School Effectiveness.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—84p.

Available from—Mid-Continent Regional Educational Laboratory, 2600 S. Parker Rd., Building 5, Suite 353, Aurora, CO 80014.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, Institutional Characteristics, \*Institutional Evaluation, Measurement Techniques, \*Questionnaires, \*School Effectiveness, Test Reliability, Test Validity

An extensive search of the literature and existing programs was undertaken to identify instruments that were being used to measure school effectiveness. Twenty-four instruments are currently available and are critiqued in this publication. Each critique reports the format and components of the instrument, its intended purpose and uses, reliability and validity information, distribution information, the supplemental materials available, and a description of its content. Four additional instruments in preparation are listed. This report also lists the districts using each instrument, and related instruments. (BW)

ED 253 579 TM 850 125

Slavov, Densy

Report on the Results of the Survey of Northwestern High School Staff in May, 1984, and a Comparison of Survey Results for the Last Two Years. High School Improvement Project.

Detroit Public Schools, MI. Office of Instructional Improvement.

Pub Date—Nov 84

Note—34p.; For related documents, see ED 250 400, ED 250 654, and ED 250 663.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—High Schools, \*Institutional Evaluation, \*Longitudinal Studies, Questionnaires, Responses, \*School Effectiveness, \*Teacher Attitudes

Identifiers—\*Detroit Public Schools MI

Two surveys form the major components of the High School Improvement Project at Northwestern High School, Detroit. One is a survey of pupil behaviors, attitudes, and opinions; the other is a survey of staff behaviors, attitudes, and opinions. The present report brings together the findings for the 1984 staff survey and presents a comparison of staff responses for the last two years. This report is divided into five parts: three narrative sections and two appendices. The first narrative section presents staff responses aggregated by seven school effectiveness categories: safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time-on-task, frequent monitoring of student progress, and home-school relations. The second narrative section seeks to identify the school's strengths and weaknesses where there was a lack of consensus among respondents. The third narrative section presents the results from comparing 1984 staff responses with 1983 staff responses for each statement. The response frequencies, in percents, from the 1984 survey, are presented in Appendix A. In Appendix B, mean scores from the two surveys, t-values, and significance levels are displayed. (BW)

ED 253 580 TM 850 126

Holowinsky, Ivan Z.

In Search of Meta-Cognition: Phenomenological or a Semantic Issue?

Pub Date—25 Oct 84

Note—14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 25, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, Definitions, Educational History, \*Metacognition, Phenomenology, Semantics, Theories

Even a superficial review of the literature on cognition would suggest that philosophers of the past and psychologists of the present frequently were concerned with the same problems. For the past three centuries, psychologists and philosophers have relied upon the concept of cognition to describe complex human functions such as memory, thinking, problem solving, and planning. The term metacognition is now used by some authors to describe complex cognitive functions, but not by others. In this context, it is appropriate to raise the question, "What does the concept meta mean linguistically, and how has it been applied by some scholars to the process of cognition?" The differences between the concepts of physical and metaphysical as used by Aristotle are phenomenological, not just semantic. However, it is apparent that lack of clarity and some confusion exists in the psychological literature as to the use of the concept "metacognition". In the final analysis, metacognition might be a semantically useful concept, but one which does not explain anything new. (BW)

ED 253 581 TM 850 127

Buchanan, Aaron

School Improvement in Good School Situations.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-NT-2-83/19

Pub Date—15 Nov 83

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Gains, \*Educational Improvement, Elementary Education, \*High Achievement, Mathematics Achievement, Reading Achievement, \*School Effectiveness

Identifiers—Instructional Accomplishments

The potential for school improvement in schools and districts that score well above state and national averages was explored. Based on elementary reading and mathematics data from a collaborating district, it appears that a three-step school improvement logic can effect improvements in "good" schools. The first step is to collect Instructional Accomplishments Information describing what students are learning in terms of the learning opportunities reflected in the instructional objectives and texts of a given grade and subject. The second step is to use Instructional Risk Reduction Resources as an alternative to "remediation" by treating pivotal skills that will cause difficulty at a later grade if they inadvertently "slip" between the cracks at earlier grades. The third step, E-School Design, builds on the basic reading and mathematics skills established in the first two steps, and moves to obtain excellence and maintain economy in the broad set of elementary schooling subjects: science and technology, composition and communications, art and music, additional languages, and human understandings. For "good" schools, the largest potential for school improvement appears to lie in the E-School part of the school improvement logic. (BW)

ED 253 582 TM 850 128

Self Assessment Guide for Vermont's Public

School Approval Standards.

Vermont State Dept. of Education, Montpelier.

Pub Date—Sep 84

Note—20p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Educational Environment, Educational Facilities, Elementary Secondary Education, Public Schools, \*Self Evaluation (Groups), Staff Development, State Boards of Education, \*State School District Relationship, \*State Standards

Identifiers—\*Vermont

The Vermont State Board of Education adopted new standards for its public schools in August, 1984. This guide was prepared to assist schools in preparing for, and undergoing, the school approval process, a process which is voluntary for the first two years of its implementation. Section I presents and explains the procedure in the school approval process from selection of schools through the Board's decision about approval status. Section II presents the school's responsibilities, the reporting process, and suggestions for preparation for the visiting team review. Section III of the guide is the Self-Assessment Questionnaire which deals with the following topics: school climate; graduation requirements and basic competencies; general academic requirement; subject area standards; assessment of school performance; school leadership; staff development; and facilities, health services, and school records. The responses to this instrument become the self assessment report which must be prepared and submitted in advance of the visiting team's site visit. The final section is an appendix containing suggestions for data sources which should be considered for analysis and inclusion in the self assessment report. (DWH)

ED 253 583 TM 850 129

Wallace, Gaylen R. And Others

Self-Concept as a Moderator Variable between Current Occupation and Scores on the Strong Campbell Interest Inventory.

Pub Date—Apr 85

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Career Choice, Career Counseling, Correlation, Interest Inventories, \*Self Concept, \*Vocational Interest

Identifiers—Strong Campbell Interest Inventory, Wallace Self Concept Scale

This study examined the relationship between global self concept and the congruence between the individual's current occupation and the rating on the Strong Campbell Interest Inventory (SCII). Employed adults who sought career counseling completed the SCII and the Wallace Self Concept Scale. The subject's current occupation and SCII General Occupational Theme and Occupational Scale scores were classified as congruent/incongruent using the

Zener-Schuelle Index. The research results supported the hypotheses of D. E. Super and A. K. Korman indicating that there is a relationship between self concept and occupational choice which is congruent with self perceived characteristics. (DWH)

ED 253 584 TM 850 130

Clark, Mary Jo. Grandy, Jerilee.  
Sex Differences in the Academic Performance of  
Scholastic Aptitude Test Takers.

Spons Agency—College Entrance Examination  
Board, New York, N.Y.

Report No.—CB-R-84-8; ETS-RR-84-43

Pub Date—84

Note—37p.

Available from—College Board Publications, Box  
886, New York, NY 10101 (Report No. 84-8,  
\$5.00).

Pub Type—Information Analyses (070) — Reports

— Research (143)

EDRS Price — MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Academic Achievement, Cognitive  
Ability, College Bound Students, \*College En-  
trance Examinations, Educational Trends, Fe-  
males, Higher Education, High Schools,  
Intellectual Disciplines, \*Performance Factors,  
\*Predictive Validity, Scores, \*Sex Differences,  
Test Bias

Identifiers—\*Scholastic Aptitude Test

The average College Board Scholastic Aptitude  
Test (SAT) scores for women have declined more  
than the scores for men. Recent evidence concern-  
ing the academic performance of men and women  
was studied by examining sex differences among all  
SAT takers, test takers grouped by anticipated ma-  
jor field of study, and college freshman year courses  
and grades. The research was conducted to deter-  
mine whether there are consistent differences in the  
intellectual abilities of men and women; whether  
precollege admissions variables predict college per-  
formance with equal accuracy for both sexes; and  
whether the content or structure of the SAT con-  
tributes to observed sex differences in test perfor-  
mance. Neither differences in high school courses  
and grade point average, major field and career in-  
terests, and socioeconomic backgrounds, nor re-  
search evidence on differential cognitive  
functioning, were found sufficient to account for all  
of the observed sex differences in SAT performance.  
This study concludes that sex-related SAT differ-  
ences are very small relative to the generally similar  
levels of performance by men and women, and that  
using test scores and high school records to predict  
first-year college grades continues to be reasonably  
effective for both sexes. (Author/DWH)

ED 253 585 TM 850 131

Dunbar, Stephen R. And Others

Simultaneous Estimation of Regression Functions  
for Marine Corps Technical Training Specialties.

Iowa Univ., Iowa City. Coda Research Group.

Spons Agency—Office of Naval Research, Wash-  
ington, D.C. Personnel and Training Branch.

Report No.—ONR-TR-85-1

Pub Date—3 Jan 85

Contract—N00014-83-C-0514

Note—43p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adults, Bayesian Statistics, Estima-  
tion (Mathematics), \*Military Personnel, Military  
Training, \*Personnel Selection, Predictor Vari-  
ables, \*Regression (Statistics), \*Research Meth-  
odology, Vocational Aptitude, Vocational  
Education

Identifiers—Armed Services Vocational Aptitude  
Battery, Marine Corps

This paper considers the application of Bayesian  
techniques for simultaneous estimation to the spec-  
ification of regression weights for selection tests used  
in various technical training courses in the Marine  
Corps. Results of a method for m-group regression  
developed by Molenaar and Lewis (1979) suggest  
that common weights for training courses belonging  
to certain general categories are justified in many  
cases. However, such commonality of regression  
weights does not appear to hold for all courses in  
these categories—weights for some training courses  
remain distinct even after the application of the si-  
multaneous estimation procedure. Thus, a hypothe-  
sis of validity generalization across training courses  
in a given category would only be retained for a  
carefully selected subset of courses and not for all  
groups included in the analyses. (Author)

ED 253 586 TM 850 132

Popham, W. James Yalow, Elanna S.

Standard-Setting Options for Teacher Compe-

tency Tests.

Pub Date—Apr 84

Note—16p; Paper presented at a joint session of the  
American Educational Research Association and  
the National Council on Measurement in Educa-  
tion (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Re-  
ports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, Boards of Educa-  
tion, Competence, \*Cutting Scores, Educa-  
tional Policy, Elementary Secondary Education,  
\*Minimum Competency Testing, \*Public School  
Teachers, Screening Tests, Standards, Superin-  
tendents, Teacher Education

Identifiers—National Teacher Examinations,

\*Standard Setting, \*Teacher Competencies

Teacher competency tests are being used more  
frequently to assess the knowledge and skills of pro-  
spective teachers. Educational policymakers face  
the dilemma of setting passing standards for these  
tests which will satisfy the desire for meaningful  
quality standards for teachers while meeting the ne-  
cessity for making available a reasonable number of  
teachers to staff the schools. Several standard-set-  
ting studies were carried out by IOX Assessment  
Associates. These studies were designed to assem-  
ble information for use by standard-setters such as  
boards of education or high level educational offi-  
cials. Preference data and performance data are ne-  
cessary to establish realistic standards. The methods  
of data collection and recommendations for use of  
the information are discussed. (DWH)

ED 253 587 TM 850 133

State SAT Scores: 1976 through 1984.

College Entrance Examination Board, New York,  
N.Y.; Educational Testing Service, Princeton,  
N.J.

Pub Date—84

Note—109p.

Available from—College Board Publications, Box  
886, New York, NY 10101 (\$6.00).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Academic Achievement, American  
Indians, Asian Americans, Black Students, Col-  
lege Bound Students, \*College Entrance Exami-  
nations, \*Ethnic Groups, Higher Education, High  
Schools, Mexican Americans, Puerto Ricans,  
\*Racial Differences, \*Scores, Trend Analysis,  
White Students

Identifiers—Admissions Testing Program, \*Scho-

lastic Aptitude Test

This report contains the average verbal, mathe-  
matical, and combined Scholastic Aptitude Test  
(SAT) scores for several racial/ethnic groups for the  
nine-year period from 1976 through 1984. The  
study specifically identifies the following racial/eth-  
nic groups: American Indians, Blacks, Mexican  
Americans, Orientals, Puerto Ricans, and Whites. It  
is the first time such data has been arranged on a  
state-by-state basis. The report is designed to pro-  
vide information to the educational community  
concerning progress of students over time. Racial/  
ethnic data may be used by teachers, administra-  
tors, parents' groups, and those concerned with the  
legislative process to highlight differential attain-  
ment of particular groups. The data may also be  
used to identify educational and financial remedies  
to correct the balance. All student demographic in-  
formation is self-reported as part of the process of  
registering for the Admissions Testing Program.  
(DWH)

ED 253 588 TM 850 138

Green, Kathy E. Stager, Susan F.

Teachers' Attitudes toward Testing.

Pub Date—Mar 85

Note—25p; Paper presented at the Annual Meet-  
ing of the National Council on Measurement in  
Education (Chicago, IL, April 1-3, 1985).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Attitude Measures, Elementary Sec-  
ondary Education, Factor Analysis, Standardized  
Tests, \*State Surveys, \*Teacher Attitudes,  
Teacher Characteristics, Teacher Education,  
Teacher Made Tests, \*Testing, Test Reliability,  
\*Test Use

Identifiers—Mail Surveys, Wyoming

This paper reports the development and testing of  
measures of teachers' attitudes toward testing and  
appropriate use of tests. A random sample of 553  
practicing teachers in Wyoming were surveyed by  
mail (81 percent response rate). Five subscales as-  
sessing attitudes toward use of classroom and stan-  
dardized tests were identified: (1) standardized test  
effects; (2) standardized test results-use; (3) value of  
classroom tests; (4) fairness of classroom tests; and  
(5) effectiveness of classroom tests. Their internal  
consistency reliabilities ranged from .54 to .75.  
Teachers using tests more often had somewhat more  
positive attitudes toward classroom test effective-  
ness. Males had more favorable attitudes toward  
classroom testing. Attitudes toward standardized  
testing tended to be indifferent to negative. Results  
are discussed in terms of instrument development,  
variable interrelationships, and implications for  
teacher training. (Author/BS)

ED 253 589 TM 850 139

Bauer, Ernest A.

Testing in a Database Environment.

Pub Date—Feb 85

Note—7p; Paper presented at the Annual Michi-  
gan School Testing Conference (25th, Ann Arbor,  
MI, February, 26-27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, \*Data  
Analysis, \*Databases, Elementary Secondary Edu-  
cation, Scores, \*Student Records, Testing Pro-  
grams, \*Test Use

Identifiers—\*Oakland Schools MI

A computerized student record system with a  
testing system that allows schools to fully utilize  
testing data is being developed at Oakland Schools  
in Pontiac, Michigan. Test data are integrated with  
a tremendous amount of other information. De-  
signed for flexibility, up to 1200 items can be stored  
within a student record for each test administration  
and used to generate a wide variety of reports. The  
system can create temporary disk files of student  
test results that can be manipulated by the Statistical  
Package for the Social Sciences (SPSS). System  
applications a district might use during a typical  
school year are described to illustrate how a com-  
prehensive testing program can be used in a data-  
base environment. Examples include: (1) creating  
class lists showing student status on latest testing;  
(2) generating feeder school reports on ninth grade  
science final exam to find differences between ju-  
nior high schools for the science curriculum com-  
mittee; and (3) analyzing achievement test scores  
and generating parent profiles, administrator sum-  
maries, and subtest analyses for curriculum evalua-  
tion teams. New applications are being developed to  
further utilize testing information. (BS)

ED 253 590 TM 850 140

Watkins, Richard W.

Testing Teacher Applicants with the California

Basic Educational Skills Test.

Pub Date—Mar 85

Note—11p; Paper presented at the Annual Meet-  
ing of the American Educational Research Asso-  
ciation (69th, Chicago, IL, March 31-April 4,  
1985).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports — Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Basic Skills, Elementary Secondary  
Education, Standardized Tests, \*State Standards,  
\*Teacher Certification, Teacher Improvement,  
Testing Problems, \*Testing Programs

Identifiers—\*California Basic Educational Skills  
Test, Standard Setting

This paper reports on the promises and pitfalls of  
the recently legislated basic skills testing require-  
ment for teaching or service credential applicants in  
California. The California Basic Education Skills  
Test (CBEST), developed by Educational Testing  
Service from specifications set by Advisory Board  
to the State Department of Education, tests reading,  
writing, and mathematics skills in the English lan-  
guage at a difficulty level expected for college gradu-  
ates. First administered in 1982, 68 percent of  
those tested passed the first time. This test promises  
to help restore parent and public confidence that  
standards are being applied in teacher selection and  
to improve teacher education. There are five major  
problems with the CBEST and other required  
teacher tests: (1) establishing appropriate passing  
standards; (2) using pass-fail scores as the only crite-



tion for career entry; (3) redundant testing; (4) fairness of standardized skill testing for the handicapped; and (5) impact on the future ethnic composition of professional school staff. (BS)

ED 253 591 TM 850 141

**Texas Assessment of Basic Skills Statewide and Regional Results as Reported by the Commissioner of Education. Submitted to the Governor, Lt. Governor and the Sixty-Ninth Legislature.**  
Texas Education Agency, Austin.

Pub Date—Nov 84

Note—193p. For previous editions, see ED 195 575 and ED 226 066.

Available from—Publications Distribution Office, Texas Education Agency, 201 East Eleventh Street, Austin, TX 78701 (\$3.00).

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Basic Skills, Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, Ethnic Groups, Mathematics Achievement, \*Minimum Competency Testing, Reading Achievement, \*State Programs, Student Characteristics, Testing Programs, \*Test Results, Writing Evaluation

Identifiers—\*Texas Assessment of Basic Skills

This report summarizes the Texas Assessment of Basic Skills (TABS) results for 1984. TABS assesses student achievement in mathematics, reading, and writing, including composition. The criterion-referenced tests are based on stated learning objectives and are administered annually to Texas students in grades 3, 5, 9, 10, 11, and 12. Grade 3 results are reported for 1981-1984; Grades 5 and 9 for 1980-1984. Tenth grade performance is shown for 1981-1984; eleventh grade performance is shown for 1982-1984; and twelfth grade data are reported for 1983-1984. Student performance information is reported in terms of the percentages of students mastering the objectives, the exit level tests, and attaining particular ratings for written composition. Tables of 1984 statewide and regional results are given for each grade. Total numbers of students tested and ethnic percentages for the state and the 20 educational service center regions are also given. Appendices contain: (1) basic skills objectives for each grade and exit level; (2) written composition generic scoring guide; (3) mastery results by ethnic group, sex, and program participation (Chapter 1, Chapter 1 Migrant, Limited English Proficiency, Bilingual/English as a Second Language, Special Education Programs, and State Gifted and Talented Program) for each grade; (4) summary reports for first-time tested and retested students, grades 9 through 12; and (5) summary reports for limited English proficient and non-limited English proficient students for each grade. (BS)

ED 253 592 TM 850 142

**Ingebo, George And Others**

**Third Grade Math Their Way Pilot Project in the Portland Public Schools: 1983-84 Evaluation Report.**

Portland Public Schools, OR. Research and Evaluation Dept.

Pub Date—Nov 84

Note—42p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Achievement Gains, Curriculum Development, \*Elementary School Mathematics, Grade 3, Inservice Teacher Education, \*Mathematics Achievement, Pilot Projects, Primary Education, \*Program Evaluation, Student Attitudes

Identifiers—\*Math Their Way Program, \*Portland School District OR

A pilot of the third grade "Math Their Way" program was conducted in eight classrooms in five Portland (OR) elementary schools during the 1983-84 school year. The eight teachers selected by principals expressed interest in participating in the pilot. The pilot teachers were supported by year-long inservice training conducted by the project coordinator (who also developed the curriculum). Fall to spring math achievement gains for the total 150 students were greater than average gains for the third grade district-wide. When achievement gains were considered by each of the eight participating classrooms, results were diverse; gains ranged from significant positive gains to gains which were equal to the District average. Some error is associated with statistical interpretations due to the small size of the eight pilot classes; all but one contained fewer than 25 students. Student attitudes

toward math were surveyed before and after the pilot implementation. Both before and after, students reported positive feelings about math, and their math ability. Principals considered the teacher inservice program outstanding. The project coordinator provided year-long support through group instruction, weekly classroom planning, in-class instructional modeling and team-teaching, with on-going opportunities for supplementary planning assistance. (Author)

ED 253 593 TM 850 143

**Schrader, William B.**

**Three Studies of SAT-Verbal Item Types.**

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—CB-R-84-7; ETS-RR-84-33

Pub Date—84

Note—59p.; Small print in some tables.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$5.00).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Achievement Tests, Class Rank, \*College Entrance Examinations, Correlation, Difficulty Level, Grade Point Average, Higher Education, High Schools, Reading Comprehension, \*Test Items, \*Test Validity, \*Verbal Tests

Identifiers—Analogies, Antonyms, \*Scholastic Aptitude Test, Sentence Completion Method

Each of the three studies in this report examines a different aspect of the basic question of what the four item types (analogies, antonyms, reading comprehension, and sentence completion) on the Scholastic Aptitude Test (SAT) verbal section are measuring and of whether a change in the relative emphasis on the various item types would enhance the validity of SAT-verbal scores. The first study, "A Survey of Item and Test Analysis Results for SAT-Verbal Item Types," examines differences in difficulty and biserial correlations between the various types, and differences in patterns of attempts from one item type to another that may have resulted from differences in candidate strategies. The second study, "The Relation of SAT Reading and Vocabulary Scores to Measures of High School Performance," provides information on the correlations of SAT reading and vocabulary scores with College Board Achievement Test scores, with self-reported high school grades, and with high school rank, and on multiple correlations when each subscore is combined with SAT-mathematical scores and high school rank. The third study, "The Validity of SAT-Verbal Item Types," includes validity coefficients and multiple correlations for the four item types when scores are based on all items of each type and also when scores are based on matched subsets including eight items of each type. (BW)

ED 253 594 TM 850 144

**McConnell, Susan**

**Two Biological Perspectives on Species-Typical Development. Project on Human Potential, Technical Report.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—Apr 81

Note—78p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Biological Influences, \*Environmental Influences, Genetics, \*Individual Development, \*Nature Nurture Controversy, Probability, Theories

In an attempt to accommodate each of two perspectives (nature versus nurture) in the formulation of a developmental framework, two complementary approaches to developmental theory are presented. First, consideration is given to what is now known about the developmental process in general (thought out in terms of the question "Where is the information for development?"). It is concluded that the genome and the environment must interact in development. Furthermore, the environment is best thought of as having a constructive role in the developmental process. The biologically oriented theory of probabilistic epigenesis proves to best accommodate these conclusions. It is argued that this "development from" perspective fails to adequately account for the "central tendencies" of the genome, consideration of which is central to the "develop-

ment to" perspective in biological and evolutionary thought. Maintaining an interactionist position, the paper concludes that development is an evolutionarily adaptive endstate in environment-expectant. The notion of conditional probabilities in development is presented. Four qualitatively different types of environmental conditions that may be involved in development to species-typical endstates are delineated. (BW)

## UD

ED 253 595 UD 023 653

**Foley, Eileen Crull, Peggy**

**Educating the At-Risk Adolescent. More Lessons from Alternative High Schools. A Report.**

Public Education Association, New York, N.Y. Spons Agency—Ittleson Foundation Inc., New York, N.Y.; Morgan Guaranty Trust Co., N.Y.; New York Community Trust, N.Y.

Pub Date—84

Note—101p.

Available from—Public Education Association, 20 West 40th Street, New York, NY 10018.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, Attendance Patterns, \*Dropout Characteristics, Dropout Rate, Dropouts, High Risk Persons, \*High Schools, Models, \*Nontraditional Education, Potential Dropouts, Program Development, \*School Effectiveness, \*School Holding Power

Identifiers—\*New York (New York)

This report contains research findings on student achievement and retention at New York City alternative high schools serving dropouts and potential dropouts. After a summary and introduction, statistics are presented which reveal that alternative schools facilitate positive changes in student performance. Next, reasons for students' dropping out are discussed, and factors which influence the holding power of alternative schools are described. Differences in students' academic preparedness and the types of school programs are cited as major reasons for the fact that some schools show a higher rate of student retention. A summary of major findings is presented, with particular focus on the dropout problem. Finally, a model for establishing alternative schools (or refining existing ones) is described, and this study's principal recommendations are outlined. Methodological procedures used to collect and analyze the data contained in this report are detailed in five appendices, including a three-page interview format. (KH)

ED 253 596 UD 023 654

**Foley, Eileen M. McConaughy, Susan B.**

**Towards School Improvement: Lessons from Alternative High Schools.**

Public Education Association, New York, N.Y. Spons Agency—Morgan Guaranty Trust Co., N.Y.; New York Community Trust, N.Y.

Pub Date—82

Note—86p.; Also sponsored by Valentine Perry Snyder Fund.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Academic Achievement, Attendance, Attendance Patterns, Case Studies, Dropouts, Educational Improvement, \*High Schools, \*Nontraditional Education, Potential Dropouts, \*School Effectiveness, Urban Schools

Identifiers—\*New York (New York)

This paper evaluates the impact on student achievement made by eight New York City alternative high schools. The schools serve students with histories of poor attendance and low academic achievement, so an emphasis is placed, in the first section of this report, on findings which reveal students' credit accumulation and attendance patterns in their first semester. Comparisons are drawn between students' performances at their earlier schools and at the alternative schools, and among the different alternative schools themselves; improved student achievement at most of the alternative schools is reported. To verify this finding and to define the characteristics of successful alternatives, the report's second section provides case studies of three successful schools. A school-by-school profile is followed by a discussion of student and teacher satisfaction, school organization and programs, and effective school climates. Finally, general recommendations, addressed mainly to policy

makers, are given. Appendices contain student population data from all eight alternative schools and research instruments. (KH)

**ED 253 597** UD 023 927

*Davis, Dan And Others*

**A Survey of Tutoring Activities in Israel and Associated Evaluation Studies.** Publication No. 96.

National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education. Spons Agency—Ford Foundation, New York, N.Y. Pub Date—May 84  
Grant—805-0327  
Note—81p.

Pub Type—Reports - General (140)  
EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—\*Achievement Gains, Attendance, \*Disadvantaged, Elementary Education, Foreign Countries, \*Program Effectiveness, Program Evaluation, \*Self Concept, \*Student Motivation, Teacher Effectiveness, \*Tutorial Programs, Tutoring  
Identifiers—\*Israel

Children's, teachers' and principals' reports are used to estimate the extent of tutoring activities in Israeli elementary schools and to provide information on their implementation. Eight studies evaluating the tutoring process and its effect on achievement, motivation, and self-concept are described. The data show that about 5% of elementary school children were being tutored in 1981, mainly in schools with disadvantaged children. Percentage attendance was high—about 85%. Nearly half the programs involved participants from outside the school, almost certainly as a result of universities, teachers' colleges, and high schools requiring or encouraging community activities. The survey of the eight evaluation studies found that little guidance was provided for tutors and that tutors were likely to face ingrained learning and behavioral difficulties in socially and culturally disadvantaged children. The data show that unguided tutoring had negligible to small effects on achievement, school motivation, and self-concept; guided tutoring had moderate to strong effects on achievement, small effects on motivation and self-concept. It is concluded that guidance and structure must be introduced into Israeli tutoring programs if the desired improvements are to be achieved. (RDN)

**ED 253 598** UD 023 994

**Make Something Happen. Hispanics and Urban High School Reform. Volume I. Report of the National Commission on Secondary Education for Hispanics.**

Hispanic Policy Development Project, Inc., New York, NY.

Spons Agency—Carnegie Corp. of New York, N.Y.; Columbia Broadcasting System, Inc., New York, N.Y. Television Network; Time, Inc., New York, N.Y.

Report No.—ISBN-0-918911-01-X

Pub Date—84  
Note—53p.; Also sponsored by Atlantic Richfield Foundation. For related document, see UD 023 995.

Available from—Hispanic Policy Development Project, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 (\$12.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, Dropouts, \*Educational Change, Educational Opportunities, Educational Policy, Educational Quality, Equal Education, Federal Government, Government Role, High Schools, \*High School Students, \*Hispanic Americans, School Business Relationship, School Community Relationship, School Statistics, \*Urban Education, Urban Schools

Identifiers—National Commission on Secondary Educ Hispanics

This document provides an account of the status of Hispanics in inner-city public high schools, and recommendations for improving that status. The report has two main parts. The first gives background data which reveal, among other things, that although the majority of Hispanic students enter high school with aspirations as high as any social group, 45% of Mexican American and Puerto Rican students never finish high school (compared to 17% of Anglos). The second part contains seven sets of findings and recommendations for improvement. Half of these relate to outreach and cooperative

endeavors on the part of schools and other sectors of society, notably the business sector. The remainder relate more specifically to the internal structure, organization, curriculum, and especially the culture of schools. The recommendations stress the importance of improved teaching of both Spanish and English, and the need of Hispanic students for relationship with caring adults. And finally, the Federal role is discussed, and Congress is urged to be more precise about targeting block grant money to students with special needs. (KH)

**ED 253 599** UD 023 995

**Make Something Happen. Hispanics and Urban High School Reform. Volume II. Report of the National Commission on Secondary Education for Hispanics.**

Hispanic Policy Development Project, Inc., New York, NY.

Spons Agency—Carnegie Corp. of New York, N.Y.; Columbia Broadcasting System, Inc., New York, N.Y. Television Network; Time, Inc., New York, N.Y.

Report No.—ISBN-0-918911-02-8

Pub Date—84

Note—102p.; Also sponsored by Atlantic Richfield Foundation. For related document, see UD 023 994.

Available from—Hispanic Policy Development Project, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 (\$12.50).

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Bilingual Education, Data Collection, Dropouts, Early Parenthood, Educational Improvement, \*Educational Quality, \*Equal Education, High Schools, \*High School Students, \*Hispanic Americans, Parent School Relationship, Population Trends, School Business Relationship, School Community Relationship, School Statistics, \*Urban Education, Urban Schools, \*Youth Employment  
Identifiers—National Commission on Secondary Educ Hispanics, \*Population Information

This is the second volume of the report of the National Commission on Secondary Schooling for Hispanics. There are three main sections. The first contains a comparative, demographic analysis of the United States Hispanic population, the total United States population, and the White and Black populations. It documents the relative size and growth of the Hispanic population nationally, contains data on the use of the Spanish language, and provides inter-group comparisons of key indicators: age and sex distributions, income, employment, and education. It also gives comparative demographic profiles of the four major segments of the American Hispanic population: Mexican Americans, Puerto Ricans, Cuban Americans, and Other Hispanics. Section II contains statistical tables and graphs that directly support findings presented in the first volume of this report. Out of school rates, grade averages, high school program enrollment, high school coursework in Spanish, achievement test scores, and reasons for dropping out are among these data. Section III consists of six essays that are designed to aid in developing school and work programs for Hispanic youth: (1) "Making Good Schools from Bad," by Frank Montalvo; (2) "Equity and Excellence," by Peter D. Roos; (3) "Hispanic Youth Employment: Some Lessons and Models for Business Involvement," by Gary Walker; (4) "Hispanics in Fast Food Jobs," by Ivan Cherner and Bryna Shore Fraser; (5) "Executive Summary: Programs for Adolescent Hispanic Parents in Connecticut," by Hyung C. Chung and Saul Silinsky; and (6) "Suggested Plan for Reviewing the Status of Data for Monitoring the Progress and Outcomes of Secondary Schooling for Hispanics," by Dorothy Waggoner. (Author/KH)

**ED 253 600** UD 023 997

*McDonald, Scott C. And Others*

**Institutional Sex Bias in Public Schools: Will the Walls Come Tumbling Down?**

California Coalition for Sex Equity in Education.

Pub Date—Aug 80

Note—306p.; Some pages and tables may not reproduce well due to small or light print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Compliance (Legal), Educational Policy, Elementary Secondary Education, Equal Education, \*Federal Programs, \*Measurement

Techniques, \*Program Effectiveness, Sex Discrimination, \*Sex Fairness  
Identifiers—\*California, \*Title IX Education Amendments 1972

This document reports the findings of a study of sex bias and Title IX compliance in California schools. Three fundamental questions are addressed: (1) What is the impact of Federal programs to reduce sex bias in schools? (2) Is a quantitative measure of Title IX compliance feasible, reliable, and valid? and (3) What other factors affect acceptance of Title IX? Significant findings are that: (1) institutional change regarding Title IX can be measured by a valid and reliable quantified instrument scaling procedure; (2) Federal programs to reduce sex bias in schools do produce many of their intended results; and (3) demographically, school districts most likely to benefit from programs were relatively small, nonmetropolitan, elementary school districts that had not had any prior contact with equity training and technical assistance programs. Appendices contain the research instrument and pre- and post-treatment data. (KH)

**ED 253 601** UD 024 010

*Fleming, Margaret*

**The Effective Schools Program: Project Perform Schools Evaluation Report.**

Cleveland Public Schools, Ohio.

Spons Agency—George Gund Foundation, Cleveland, Ohio.

Pub Date—Oct 84

Note—741p.; Also sponsored by the State of Ohio Block Grant Fund.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF04/PC30 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Gains, Basic Skills, Educational Environment, Educational Improvement, Elementary Secondary Education, Junior High Schools, Leadership, \*Program Effectiveness, Program Evaluation, \*Program Implementation, Reading Improvement, School Districts, School Effectiveness, Standardized Tests, Student Evaluation, Teacher Attitudes

Identifiers—\*Cleveland Public Schools OH, \*Project Perform

This report evaluates the initial year of a project implemented in 15 elementary and 5 junior high schools in Cleveland in support of the schools' efforts to install effective school procedures designed to upgrade students' basic skills and academic achievement. The report deals with the following areas: (1) district support for the project; (2) the schools involved; (3) a definition of effective schools; (4) the evaluation plan; (5) the activities designed and implemented by the schools to improve their effectiveness; (6) the organizational and behavioral processes that emerged in support of the school improvement effort; (7) the success in attaining program objectives; (8) a comparison of reading achievement in project schools with selected indices of effectiveness and with nonproject schools; (9) effective school characteristics and school improvement indicators; and (10) the implications of this evaluation, together with 10 recommendations to ensure continued progress in the project schools. Nine appendices contain: (1) summary of principal and teacher interviews; (2) 2-year comparisons of reading and mathematics tests; secondary school grades; average daily membership; poverty rates; teachers' average days of absence; and average daily attendance rate by race, grade, and sex; (3) ECIA Chapter 1 projects; (4) summary of t-test results, pre- and post-survey means and analyses of variance for project schools; (5) and (6) summary of analyses of variance and co-variance for project and nonproject schools (1981-82, 1982-83, and 1983-84); (7) and (8) summary of t-tests, for project and nonproject schools (1982-83, and 1983-84); and (9) selected school climate indices, project and nonproject schools. (RDN)

**ED 253 602** UD 024 022

*Schiro, Doris*

**Safe Schools, Sound Schools: Learning in a Non-Disruptive Environment. ERIC/CUE Diversity Series, Number 88.**

Columbia Univ., New York, N.Y. Teachers College; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 85

Contract—400-82-0012

Note—132p.

Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Change Strategies, Delinquency Prevention, \*Discipline Policy, Discipline Problems, Educational Environment, Elementary Secondary Education, Institutional Evaluation, Leadership Responsibility, Principals, \*Public Schools, Resource Allocation, School Community Relationship, \*School Effectiveness, \*School Safety, \*Social Organizations, Student Evaluation, Teacher Characteristics

Identifiers—Assessment Instruments, Juvenile Justice

This monograph is written to help school administrators and policy makers, in addressing the question of safe schools, separate analytically what is "school" and what is "society" in order to better understand the real span of the school's control. The central question is: what are the characteristics of safe and effective school systems and what can schools do to become safer and to be perceived as safe? A social organization model of the public schools is provided which examines: (1) the school as mandatory service provider; (2) school crime and the local community; (3) school crime and the school itself—its physical and social structures, its social functions, and its learning climate. A typology of safe and sound schools is outlined, offering profiles of problem schools, opportunistic schools, maverick schools, and ritualistic schools. Within a framework provided by effective schools research and delinquency prevention research, current disciplinary practices are analyzed in terms of: (1) system-wide policies and programs that change individual students; (2) strategies that change the students by changing the organization's school-based practices; and (3) what works in juvenile justice. A strategy for organizational change, based on the practices discussion, is then offered. And finally, a detailed administrative observation instrument is provided for use in evaluating the instructional effectiveness of a school or rehabilitative program. (RDN)

ED 253 603

UD 024 037

Bosson, Richard M., Ed.

Improving Academic Skills of Urban Students.

Proceedings of the Conference of the University/Urban Schools National Task Force. (66th, San Diego, California, November 2-3, 1984).

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date—85

Note—123p.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, College School Cooperation, Compensatory Education, \*Educational Improvement, Elementary Secondary Education, Graduation Requirements, School Business Relationship, Test Interpretation, \*Urban Schools, Urban Youth

Identifiers—\*Academic Skills, Boston Compact, New York (New York), Promotional Gates Program, Thinking Skills

This document contains the proceedings of a conference on improving the academic skills of urban students. Titles and authors of the twelve included papers are: (1) "Academic Skills and the SAT," George H. Hanford; (2) "New York City Promotional Gates Program: Implications for Instruction of Academic Skills," Charlotte Frank; (3) "Recognizing School Improvement in Academic Skills," Max Weiner; (4) "Achievements and Pitfalls in Funding Pre-Collegiate Public Education Activities," Fred A. Nelson; (5) "Strengthening Schools as Institutions," Theodore E. Lobman; (6) "The Partnership for Education in New York City," Frank J. Macchiarola; (7) "Public-Private Partnership to Improve the Schools: The Boston Model," Robert Spillane and Robert B. Swartz; (8) "New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York State," Louise Matteoni; (9) "Thinking Skills and the Regents Action Plan," Paul Regnier; (10) Improving the Academic Performance of Urban Students through the Integration of Thinking Skills," Glen W. Cutlip; (11) "Categorical Programs for Disadvantaged Youth," James Smith; and (12) "A National View of High School Graduation Requirements," Chris Pipho. (KH)

ED 253 604

UD 024 042

Semester Conversion. 1983 Implementation Guide.

Atlanta Public Schools, Ga.

Pub Date—83

Note—120p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, \*Curriculum Development, Curriculum Guides, \*Educational Change, Elementary School Curriculum, Elementary Secondary Education, Grading, \*Graduation Requirements, Kindergarten, \*Program Implementation, Public Schools, Quarter System, \*Report Cards, Required Courses, School Districts, Secondary School Curriculum, \*Semester System, Testing

Identifiers—\*Atlanta Public Schools GA

This update is designed to provide information on the conversion in the Atlanta public school system from a quarter to a semester plan. The major tasks, the semester schedule, and the recommended grading system are all outlined. A section on kindergarten provides material on proposed curriculum and support materials, the suggested weekly block of scheduled instruction time, and the grading and report card systems. For the elementary level (grades 1-5), information is given on the suggested weekly block for instruction, the individual process model of instruction, guidelines for maintenance of progress report cards, and the student progress report. For the middle grades (grades 6-8), details of curriculum updates in language arts, mathematics, science, and social science are given as well as examples of mid-semester and semester progress reports. At the secondary level, guidelines are provided for the following: (1) graduation requirements; (2) courses of study; (3) course requirements and sequence; (4) curriculum standardization; (5) policy and regulations for high school graduation; (6) courses for competency certification in life coping skills; (7) a high school report card; (8) reporting of credits earned; (9) a conversion table for units/hours of credit; (10) procedures for revising course offerings; (11) utilization of guides and textbooks; (12) career/academic advisement; and (13) Georgia Basic Skills Tests. (RDN)

ED 253 605

UD 024 045

Puerto Ricans in the Mid '80s: An American Challenge.

National Puerto Rican Coalition, Inc., Alexandria, VA.

Pub Date—Jan 85

Note—106p.

Available from—National Puerto Rican Coalition, Inc., 701 North Fairfax Street, Suite 310, Alexandria, VA 22314.

Pub Type—Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Development, \*Demography, Educational Change, Elementary Secondary Education, \*Employment Patterns, Ethnic Stereotypes, \*Family Attitudes, \*Family Characteristics, Low Income Groups, Minority Group Children, \*Puerto Ricans, Social Change, Socio-economic Status

Identifiers—\*Power, Puerto Rico, United States

Taken together, the contents of this document provide a picture of the Puerto Rican community, both on the mainland and on the island, in the mid-1980s. First, a brief overview of the Puerto Rican community is provided. Next, a demographic profile compares Puerto Ricans on the mainland with those on the island and both with the general U.S. population, in terms of: (1) general demographic data; (2) age; (3) educational data; (4) income; and (5) occupational status. Migration is also touched on, and a glossary of census terms and references is provided. The bulk of the document is devoted to three commissioned papers. The first of these, by Ramona Salgado, describes the structure and values of the Puerto Rican family and the types of services needed by the migrant family, and makes four specific recommendations for strengthening and reinforcing the family and its support systems. The second paper, by Jose Hernandez, addresses the absence among Puerto Rican youth of the power to be self-determining in social, economic, and political life. It suggests ways (and costs) of community empowerment, of improving the public schools, of recasting the Puerto Rican image, and of developing the community economically. A third paper, by Marta Tienda, ponders the current labor market sta-

tus and future prospects of the Puerto Rican worker, examining the question of colonial status and Puerto Rican labor mobility, providing a socioeconomic profile, and making policy recommendations. The document concludes with a discussion of the future of the Puerto Rican community against the backdrop of the changes that have occurred in the U.S. in the 1980s. Tables, graphs, and bibliographies are featured in the document. (RDN)

ED 253 606

UD 024 047

Perilla, Alejandro. Oran, Lori S.

Working Together: A Guide to Community-Based Educational Resources and Programs. Second Edition.

National Council of La Raza, Washington, D.C. Spons Agency—Pew Memorial Trust, Philadelphia, Pa.; Rockefeller Foundation, New York, N.Y.

Pub Date—Jul 84

Note—46p.

Available from—National Council of La Raza, 20 F Street, N.W., Washington, DC 20001 (\$3.50 per copy).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Career Education, \*Community Organizations, \*Community Programs, Cooperative Programs, Counseling, Day Care, Disabilities, Dropout Programs, \*Educational Improvement, Elementary Secondary Education, \*Hispanic Americans, \*Improvement Programs, Leadership Training, Nontraditional Education, Parent Education, Resource Materials, Supplementary Education, Tutoring, Word Processing

This guide was designed to facilitate the sharing of successful program models, curricula, and educational strategies among community-based groups and to help make the education, philanthropic, and corporate communities more aware of the wealth of resources available from Hispanic community-based organizations. The guide includes brief profiles of the educational programs of 34 Hispanic community-based organizations, all affiliates of the National Council of La Raza, which have established track records for providing effective educational services to Hispanics. The listed organizations come from 14 different states and offer expertise in alternative schooling, career education, computer skills/word processing, counseling, day care, dropout programs, handicapped employment and training, leadership training, parenting classes, parent training (for school monitoring and advocacy), research, Spanish classes, speakers' banks, supplementary education, and tutoring. A geographical index and a topical index are provided. (RDN)

ED 253 607

UD 024 048

Wang, Josephine, Comp.

Entering the Mainstream. A Report of the East Coast Asian American Education Conference (5th, Washington, District of Columbia, April 1984).

Pub Date—Apr 84

Note—90p.

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Acculturation, Adolescents, Adult Education, \*Asian Americans, Assertiveness, Bilingual Education, Child Rearing, Communication Skills, Counseling, Cultural Differences, Cultural Pluralism, Educational Administration, Educational Change, Educational Theories, Elementary Secondary Education, English (Second Language), Grants, \*Intercultural Communication, \*International Education, Parent Role, \*Racial Relations, \*Refugees, Self Concept, Special Education, Vocational Education

Summaries of 40 papers on the broad topic of entering the mainstream are provided. Three keynote speakers spoke on the problems of entering the mainstream, on the commission on excellence in education, and on the Asian American contribution to the American Dream. The first session discussed Congressional developments in education and new theories of education. The second session addressed the issues, myth, and realities of refugee education; ESL methodologies; and U.S. Department of Education Grant Programs on international education. The third session dealt with Asian Americans and the work of national associations; Asian Americans, bilingual education, and desegregation in Massa-



chusetta; teenagers' views on mainstreaming, on American attitudes toward Vietnamese immigrants, and on the disadvantages facing Asian Americans growing up in the United States; and special education and Asian Americans. A further session was devoted to international and global education; vocational education; adult education; and one administrator's view of his career. In the fifth session, strategies for getting a job; teenagers' views on excellence in teachers; and the role of parents in education were all discussed. The penultimate session addressed the problems of managing communication skills; crosscultural counseling; Asian American child rearing; and Asian language schools. The final session focused on the identities of Asian American teens; Asian American race relations; intracultural awareness; and assertiveness training. (RDN)

ED 253 608 UD 024 050

**Civil Rights Act of 1964. Joint Hearings before the Committee on Education and Labor and the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5490. To Clarify the Application of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title VI of the Civil Rights Act of 1964.** Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date—May 84

Note—314p; Document contains light, small print. Hearings held May 9, 15-17, 21, and 22, 1984. Serial No. 70.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price—MF01/PC13 Plus Postage.

Descriptors—Affirmative Action, \*Age Discrimination, \*Civil Rights, \*Civil Rights Legislation, Court Litigation, Disabilities, Employed Women, Hearings, Minority Groups, \*Racial Discrimination, \*Sex Discrimination

Identifiers—Age Discrimination Act 1975, \*Civil Rights Act 1964 Title VI, Congress 98th, Grove City College v. Bell, Proposed Legislation, Reauthorization Legislation, Rehabilitation Act 1973 (Section 504), Title IX Education Amendments 1972

The hearings recorded here were convened in order to examine legislation proposed in response to the Supreme Court's decision in *Grove City College v. Bell*, which was considered to narrow significantly the scope of coverage of Title IX of the 1972 Education Amendments, Title VI of the 1964 Civil Rights Act, Section 504 of the 1973 Rehabilitation Act, and the 1975 Age Discrimination Act. Committee members expressed concern that the Supreme Court's interpretation of the language set forth in these statutes might prevent continuation of "two decades of enforcement by four presidents of both parties." The proposed legislation was offered to reaffirm that enforcement record. Testimony for and against the bill was given by government officials, legislators, educators, and representatives of various civic organizations. (RDN)

ED 253 609 UD 024 051

**Discrimination against the Poor and Disabled in Nursing Homes. Hearing before the Special Committee on Aging, United States Senate, Ninety-Eighth Congress, Second Session.** Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date—1 Oct 84

Note—230p; May not reproduce well due to small and light type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price—MF01/PC16 Plus Postage.

Descriptors—Case Studies, \*Disabilities, \*Economically Disadvantaged, Hearings, Medical Care Evaluation, \*Nursing Homes, \*Older Adults, \*Racial Discrimination

Identifiers—Congress 98th, \*Medicaid

This Congressional oversight hearing was convened to examine evidence that many of the nation's nursing homes restrict or deny access to the elderly poor and disabled, leaving the 18 million Americans dependent on Medicaid especially vul-

nerable to neglect and exploitation. Evidence was heard on discriminatory admissions, on the practice of demanding cash payments before accepting a Medicaid patient, on the eviction of residents once they become eligible for Medicaid, and on racial discrimination. Witnesses include a former nursing home admissions director, two citizens with experience of nursing home malpractice, an attorney from the National Senior Citizens Law Center, the attorney general of Maryland, and the deputy executive vice president of the American Health Care Association. Appendices, which make up almost 70% of the document, provide a summary of the committee findings; a survey of nursing home profits and Medicaid census; illegal and questionable clauses from nursing home admission agreements; case histories of nursing home discrimination victims; and supplementary materials from witnesses. (RDN)

ED 253 610 UD 024 052

**Affirmative Action Plan. Access, Equity, Opportunity, Fifth Edition.** New York State Education Dept., Albany.

Pub Date—84

Note—32p.

Pub Type—Guides—General (050) — Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Affirmative Action, Disabilities, \*Employment Practices, \*Equal Opportunities (Jobs), Grievance Procedures, Information Dissemination, Minority Groups, \*Personnel Policy, Position Papers, Program Evaluation, Program Implementation, \*Public Policy, Racial Discrimination, Recruitment, Sex Discrimination, Sexual Harassment, Social Discrimination, Training Methods, Veterans

Identifiers—\*New York State Education Department

The Affirmative Action Plan of the New York State Education Department is described in this document. First, a policy statement is provided by the New York State Education Department, committing the Department to the development of: (1) programmatic approaches to the elimination of all unjust exclusionary employment practices, policies, and consequences; (2) educational and training programs for all employees, with due emphasis on upgrading minorities, women, individuals with disabilities, and Vietnam Veterans; (3) personnel practices, policies, and career ladders to assist and encourage upward mobility of employees restricted to lower levels; and (4) mechanisms for swift and judicious resolution of problems of human rights discrimination consistent with departmental policy, the Governor's executive orders, and other applicable legal statutes. This statement is followed by details of: (1) plans to disseminate the affirmative action plan and program both internally and externally; (2) implementation responsibilities on the part of various State Department of Education offices and officers; (3) goals and timetables; (4) Vietnam Veteran policies; (5) policy toward persons with disabilities; (6) sexual harassment policy; (7) discrimination complaint procedure; (8) equal opportunity/affirmative action training; and (9) program evaluation and reporting. (RDN)

ED 253 611 UD 024 053

**Towards an Understanding of Stotts. United States Commission on Civil Rights Clearinghouse Publication 85.**

Commission on Civil Rights, Washington, D.C.

Pub Date—Jan 85

Note—69p.

Pub Type—Guides—General (050) — Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Affirmative Action, Black Employment, Civil Rights, Civil Rights Legislation, \*Court Litigation, \*Court Role, \*Employment Practices, Equal Opportunities (Jobs), Fire Fighters, Merit Rating, \*Seniority, Social Discrimination, Unions

Identifiers—Civil Rights Act 1964 Title VII, \*Firefighters Local Union 1784 v. Stotts

This document examines a major civil rights decision handed down by the Supreme Court in *Firefighters Local Union No. 1784 v. Stotts* (1984). The decision is examined for its importance in determining the extent to which seniority systems may or must be overridden as part of court-ordered relief to remedy discrimination in employment, and also for its effect on a trial court's remedial authority over hiring and promotion. The document: (1) provides a case summary, including details of concurring

opinions of Justices O'Connor and Stevens and the dissenting opinion of Justice Blackmun; (2) presents the complete text of the Stotts decision; (3) discusses the significance of the Stotts decision for the scope of consent decrees, for layoffs, seniority and merit systems and preferential relief, and for judicial relief in hiring and promotion; (4) presents a statement of the United States Commission on Civil Rights concerning the Detroit Police Department's Racial Promotion Quota; and (5) presents a statement of the United States Commission on Civil Rights concerning the Stotts decision. The document also includes the concurring and dissenting statements of individual Commissioners and an exchange concerning the Stotts decision that was previously printed in "The New York Times." (RDN)

ED 253 612 UD 024 054

**Thang, Saw-Lim. Wing, Linda C.**

**Beyond Angel Island: The Education of Asian Americans. ERIC/CUE Urban Diversity Series. Number 90, Winter 1985.**

ARC Associates, Inc. Oakland, CA; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-82-0012

Note—52p.

Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Asian Americans, Demography, \*Educational Attainment, Employment Opportunities, \*Enrollment Trends, Equal Education, Equal Opportunities (Jobs), Homework, Immigrants, \*Influences, Intellectual Disciplines, Mathematics Achievement, Minority Group Children, Postsecondary Education, Refugees, Secondary Education

Noting the lack of a comprehensive body of knowledge about Asian American educational achievement and attainment, this document examines recent national data in order to develop an empirical profile of the educational status of Asian American secondary and postsecondary students. According to the data, higher proportions of Asian Americans than of Whites are enrolled in school between the ages of 3 and 34. And Asian American students score higher on mathematics tests than White students and lower on tests of verbal skills, science, and analytical skills. It is argued that, while the average Asian American student does appear to be doing well, those who are recent immigrants or whose best language is not English may be experiencing problems, and that attention to their needs is warranted. Three factors are identified as accounting for the trends in the data: U.S. immigration and refugee policies; the time spent on learning by Asian American students; and historical labor market discrimination and Asian American sensitivity to job openings under equal employment opportunity conditions. None of the three factors is regarded as being endemic to Asian Americans; all are seen as having implications for the schooling of other students. It is concluded that there is an urgent need for current information on the educational status of specific groups of Asian American students whether by ethnicity, nativity, length of U.S. residence, geographical location, grade level, or school. (RDN)

ED 253 613 UD 024 056

**An Agenda for Educational Renewal: A View from the Firing Line.**

George Peabody Coll. for Teachers, Nashville, Tenn.; National Consortium for Educational Excellence, Nashville, TN.

Pub Date—[84]

Note—55p.

Available from—National Consortium for Educational Excellence, Box 514, Peabody College, Vanderbilt University, Nashville, TN 37203 (\$3.50 prepaid).

Pub Type—Guides—General (050)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Academic Education, \*Academic Standards, Basic Skills, Classroom Environment, \*Cooperative Programs, Curriculum Development, \*Educational Change, Elementary Secondary Education, Family School Relationship, \*Government School Relationship, Higher Education, \*Instructional Improvement, School Business Relationship, School Community Relationship, School Districts, \*Teacher Improvement

## Identifiers—\*Excellence in Education

In the wake of repeated reports on the condition of the nation's schools, a specific agenda for renewal is outlined by the National Consortium for Educational Excellence. It is urged that, in undertaking this renewal, greater emphasis be placed on developmental rather than regulatory reform. An agenda consisting of 31 items is detailed in accordance with the following goals. First, students must be required to spend more time on academic subjects and there must be clear definition of what courses students should take and what knowledge they should acquire. Second, for the successful implementation of more rigorous curricula, the quality of the tools and technology for teaching and learning must be improved. Third, to enhance the quality of teachers and teaching, it is necessary to increase the competence of all persons teaching and improve the capabilities of all those within the profession. Concomitantly, workplaces conducive to teaching and learning should be maintained and teachers should be motivated to do their best and remain in the profession. Fourth, there should be greater collaboration between schools, families, and communities. Finally, a division of responsibilities for renewal is outlined, making local school systems, the State, the Federal government, and the private sector answerable for specific components of the agenda. (RDN)

ED 253 614 UD 024 060

## Census and Designation of Poverty and Income.

Joint Hearing before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service and the Subcommittee on Oversight of the Committee on Ways and Means, House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service; Congress of the U. S., Washington, D.C. House Committee on Ways and Means.

Pub Date—15 May 84

Note—139p.; Document contains small and light print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Definitions, Economic Factors, \*Eligibility, Federal Aid, \*Federal Programs, Hearings, \*Needs Assessment, \*Poverty, \*Poverty Programs, Program Evaluation, Welfare Recipients, Welfare Services

Identifiers—Congress 98th

This booklet contains the proceedings of a Congressional hearing held to review the broad policy implications involved in defining poverty and income, and to gather information on the relationship of the poverty definition and eligibility for public assistance, revenue sharing, block grants, and other programs. Addressing the general question of whether current poverty standards portray true need, statements of, and communications from Representatives, government officials, and scholars are included. Finally, three articles are attached: (1) "Multiple Benefits and the Safety Net" (Maurice MacDonald); (2) "Poverty in the United States: Where Do We Stand?" (the Winter, 1984, issue of the Institute for Research on Poverty's journal, "Focus"); and (3) "The Measurement of Poverty" (Sheldon Danziger and Peter Gottschalk). (KH)

ED 253 615 UD 024 061

## White, Michael J.

## Racial Differentiation in Urban Communities.

Spons Agency—Russell Sage Foundation, New York, N.Y.

Pub Date—Aug 84

Note—16p.; Paper presented to the American Sociological Association (San Antonio, Texas, August 1984). Research reported in this paper is part of the 1980 Census Monograph Program.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, Demography, \*Ethnic Distribution, Ethnic Groups, Hispanic Americans, \*Metropolitan Areas, \*Minority Groups, Population Trends, \*Poverty, \*Racial Composition, \*Racial Segregation, Residential Patterns, Whites

Using the 1980 census's independent measures of race, Spanish origin, nativity, and ancestry, this paper describes racial differentiation and segregation in 21 metropolitan areas, comparing it with ethnic

group segregation, and to other demographic and housing characteristics. Special attention is given to the interplay of race and poverty. Examination of statistics dealing with Blacks, Asian Americans, American Indians, Hispanics, and Whites reveals that the races are sharply separated in the American metropolis, at a level of segregation outstripping most other attributes (dealt with here under four headings: socioeconomic status, life cycle, ethnicity, and housing) except for the physical characteristics of the housing stock. Further, racial segregation serves to reinforce the separation of the poverty population, highlighting the degree to which poor members of minority groups are removed geographically as well as socially from the mainstream. Following the narrative portion of this report, which combines technical information with broad summarization of findings, three statistical tables are presented: (1) "Disparity for Race, Spanish Origin, and Nativity"; (2) "Disparity for Single and Multiple Ancestry"; and (3) "Disparity for Poverty Status by Race." Two charts are also included: "Mean Index of Disparity for Race, Spanish Origin, and Ancestry" and "Mean Entropy Statistic for Selected Characteristics." (KH)

ED 253 616 UD 024 062

## Refugee Materials Center Bibliography, Curricular and Supplementary Materials to Assist in The Education and Resettlement of Refugees and Immigrants.

Refugee Materials Center (ED), Kansas City, MO.

Pub Date—1 Dec 84

Note—185p.; This publication is an update of ED 245 554.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, \*Cross Cultural Training, Elementary Secondary Education, \*English (Second Language), Ethnic Groups, Immigrants, \*Instructional Materials, \*Land Settlement, Refugees, \*Resource Materials, \*Second Language Instruction, Textbooks

Materials available for educators of refugees and immigrants are listed in this bibliography of holdings at the Refugee Materials Center at Kansas City, Missouri. Textbooks for teaching English, other curricular materials, and supplementary materials (available free) are listed, and information is given on obtaining copies, audience level, and price. First, resources are cited that can be used for general instruction of English as a second language. Next, entries are organized according to the ethnic group for which they are intended. Specific ethnic groups covered are: Vietnamese, Cambodian, Laotian-speaking, Chinese, general Asian, Russian, Spanish-speaking, Iranian, Polish, Thai, Ethiopian, Iranian, Afghanistan, Korean, Haitian, Rumanian, Armenian, Arabic-speaking. Special sections list materials on general resettlement and cross cultural education. Listings also include materials, useful to refugees in acquiring knowledge and skills in many general, civic and practical subjects. (KH)

ED 253 617 UD 024 063

## An Assessment Package for Programs That Serve Young Adolescents.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

Pub Date—85

Note—48p.; Material in this package was adapted from "3:00 to 6:00 P.M.: Planning Programs for Young Adolescents," developed by Gayle Dorman.

Pub Type—Opinion Papers (120) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescents, \*After School Programs, Child Rearing, Elementary Secondary Education, Evaluation Criteria, Parent Child Relationship, \*Preadolescents, Program Development, \*Program Evaluation, \*Student Needs, Youth Programs

Identifiers—Assessment Instruments

This program assessment package is for those providing after-school services for young adolescents. Introductory material discusses why the focus is on 10- to 15-year-olds, the need for program evaluation, and assessment criteria. The package includes the following items: (1) "3:00 to 6:00 P.M.: Programs for Young Adolescents," by Joan Lipsitz, an article excerpted from a larger work that discusses the issues involved in serving young adolescents during the after-school hours and describes the de-

velopmental needs of 10- to 15-year-olds; and (2) five assessment instruments: a Program Assessment, a Program Participant Questionnaire, a Potential Program Participant Questionnaire, a Parent Survey, and a Summarizing Sheet for the assessment team. Instructions for using the instruments are provided in the introductory material. (CMG)

ED 253 618 UD 024 065

## Waters, Bertha S. Comp.

## Women's History Week in Pennsylvania. March 3-9, 1985.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—[84]

Note—104p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Biographies, Class Activities, Disabilities, Elementary Secondary Education, \*Females, \*Government (Administrative Body), \*Leaders, Learning Activities, \*Politics, Resource Materials, Sex Discrimination, \*United States History

Identifiers—\*National Womens History Week Project, \*Pennsylvania

The materials in this resource handbook are for the use of Pennsylvania teachers in developing classroom activities during National Women's History Week. The focus is on women who were notably active in government and politics (primarily, but not necessarily in Pennsylvania). The following women are profiled: Hallie Quinn Brown; Mary Ann Shadd Cary; Minerva Font De Deane; Katharine Drexel (Mother Mary Katharine); Jessie Redmon Fauset; Mary Harris "Mother" Jones; Mary Elizabeth Ciyena Lense; Mary Edmonia Lewis; Frieda Segelke Miller; Madame Montour; Gertrude Bustill Mossell; Hannah Callowhill Penn; Frances Perkins; Mary Roberts Rinehart; Ethel Waters; Eleanor Roosevelt (whose profile is accompanied by special activity suggestions and learning materials); Ana Roque De Duprey; Fannie Lou Hamer; Frances Ellen Watkins Harper; Pauli Murray; Alice Paul; Jeannette Rankin; Mary Church Terrell; Henrietta Davis; Angelina Weld Grimké; Helen Keller; Emma Lazarus; and Anna May Wong. Also provided are a general discussion of important Pennsylvania women in politics and government, brief profiles of Pennsylvania women currently holding Statewide office, supplementary information on women in Federal politics, chronological tables, and an outline of major changes in the lives of women during this century. A special discussion of disabled women, containing suggestions for classroom activities, is included. Possible women's week activities for Grades K-12 are outlined, and the handbook concludes with a bibliography of resources on Black, Hispanic, Asian American, and Native Women, and with a list of speakers available for appearances. (KH)

ED 253 619 UD 024 066

## Smith, Robert C.

## Black Leadership: A Survey of Theory and Research.

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.

Pub Date—[84]

Note—147p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Activism, Black History, \*Black Leadership, Black Organizations, Black Power, Church Role, Ethnicity, Leadership Training, Political Attitudes, Political Power, Racial Relations, \*Social Science Research, Socioeconomic Background

Intended primarily for use as a research guide, this paper surveys and analyzes the extant social science research on black leadership in America. The focus of the study is divided between the old "Negro" leadership literature (1930-66) and the new "Black" leadership literature (1966-82), and factors affecting the transformation in the 1960s from "Negro" to "Black" leadership are specified and analyzed. The survey is organized around the following major categories of analysis: (1) the structure of power in the black community; (2) the social background characteristics of black leaders; (3) black political organizations; and (4) black leadership ideologies and strategies. In addition, basic research and theory problems are discussed, and a prescriptive statement on the continuing struggle for racial justice is

presented. An extensive bibliography is included. (KH)

**ED 253 620** UD 024 067  
Partnerships in Education. A Handbook.

Allegheny Conference on Community Development, Pittsburgh, PA.; Pennsylvania Governor's Private Sector Initiatives Task Force, Harrisburg, PA.; Office of Human Resources Committee of the Cabinet; Pennsylvania State Dept. of Education, Harrisburg; Public Education Fund, Pittsburgh, PA.

Pub Date—[84]

Note—17p.

Pub Type—Guides - General (050) — Reports - General (140)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cooperative Programs, Elementary Secondary Education, \*Program Development, \*Program Implementation, \*School Business Relationship, \*School Community Programs, School Community Relationship

Identifiers—\*Adopt a School, Pennsylvania

This handbook is intended to help communities (particularly, but not exclusively, in Pennsylvania) develop adopt-a-school partnerships between local schools and businesses. Advantages of partnerships for both schools and their potential business partner are reviewed, and brief profiles of possible cooperative projects (many of which have already been attempted in Pennsylvania) are presented. Then, suggestions are given for obtaining sponsorship and funding, coordinating the program, and identifying potential business partners. A checklist outlining steps in the development cycle of a partnership and advice on encouraging program expansion are provided. Finally, for those seeking resource materials and/or information about workshops, addresses of educational agencies and organizations in Pennsylvania are listed. (KH)

**ED 253 621** UD 024 068

Parent Involvement Handbook: Turning the Tide. Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—84

Note—153p.

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Community Education, Community Involvement, Educational Improvement, Elementary Secondary Education, Information Sources, \*Parent Participation, \*Parent School Relationship, \*Program Development, Program Evaluation, Program Implementation, Resource Materials, School Business Relationship, \*School Community Relationship, \*School Districts

Identifiers—Communication Strategies, Pennsylvania

This handbook provides ideas for Pennsylvania school districts attempting to get parents more involved in school programs. There are five sections. The first describes the importance of parent involvement and defines such involvement as "meaningful partnerships between parents and school which demonstrate commitment to improving student performance, increasing student achievement, and enhancing the quality of school programs which provide effective two-way communication between the school and the community." Section two provides suggestions for programs at the district level that can be used to generate parent and community involvement. A planning process is outlined, and recommendations are focused on community education, school-business partnerships, and working with citizens' advisory committees. Section three suggests building level activities and practices, and section four lists techniques that promote better communication. Section five is a directory of resources and sample policies schools can use when developing their parent involvement efforts. An appendix contains useful resources, including guidelines and program assessment instruments. (KH)

**ED 253 622** UD 024 069  
Urban Magnet Schools and Educational Excellence. ERIC/CUE Digest Number 24.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Contract—400-82-0012

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Educational Quality, Elementary Secondary Education, Enrollment Trends, Equal Education, \*Institutional Characteristics, \*Magnet Schools, \*School Desegregation, \*School Effectiveness, \*Selective Admission, Urban Schools

This paper summarizes the "Survey of Magnet Schools," a study of the effectiveness of such schools in a nationally representative sample of 15 urban school districts. Among the significant findings are the following: (1) between 1981 and 1983 magnet school enrollments ranged from 21 percent to 71 percent white, a slightly higher percentage of white students than district averages; (2) magnet schools share a number of characteristics with "effective schools," including strong leadership, a cohesive curriculum, high expectations, and a consensus among faculty, students, and parents about the goals of their schools; (3) educational quality in magnet schools is at the same level as or higher than that in more traditional schools; (4) the quality of a magnet school depends most on its leadership, institutional coherence, and relationship to the school district; (5) most magnet schools are moderately selective and do not appear to be rejecting the average student; (6) there is little correlation between a magnet school's degree of selectivity and its degree of educational quality or integration; (7) magnet schools have reduced the percentage of students in racially isolated schools from 60 percent to less than 30 percent; and (8) a magnet school that is racially and ethnically integrated is, generally, also a school that provides a highly effective learning environment. This paper concludes with a list of factors found to contribute to the success of a magnet school. (KH)

**ED 253 623** UD 024 070

Increasing Science Achievement for Disadvantaged Students. ERIC/CUE Digest Number 25. ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85

Contract—400-82-0012

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Black Students, \*Disadvantaged Youth, Elementary Secondary Education, \*Mathematics Achievement, Minority Groups, \*Performance Factors, Racial Differences, School Counseling, Science Careers, \*Science Education, Sex Differences, Socioeconomic Status

A number of recent studies have yielded data on the factors affecting the science achievement of disadvantaged students. For example, it was found that students' socioeconomic status (SES) increased as a predictor of their science achievement as the students moved through school. Furthermore, the effect of being Black (or, to a lesser degree, Hispanic) was similar to the effect of SES. Black students were shown in one study to perform best on science exercises most dependent on daily experience and common knowledge, and poorest on those that involve a detached research attitude toward the object and phenomena of science. Other studies found that poor and minority students are most affected by classroom factors such as too little time spent on science instruction and too much time spent on discipline, that Black students' science career plans are generally less related to their abilities than are Whites' plans, and that minority interest in science apparently does not lead to choosing the appropriate high school subjects for entering a science major in college. The research suggests a complex pool of attitudes and motivations that indirectly affect minority science preparation and the choice of a science career. These include attitudes and aspirations, stereotyping, role models, general academic success, cultural values, and parental influence and support. Research also suggests that the school counselor for whom ethnicity or sex make no difference can play a most important role in increasing enrollment of the disadvantaged in nonrequired science and mathematics courses. (KH)

**ED 253 624** UD 024 071

Priority for a Quality Basic Education. A First Report to Governor Joe Frank Harris and the

Georgia General Assembly.

Georgia Governor's Education Review Commission, Atlanta.

Pub Date—12 Nov 84

Note—30p.; For related document, see UD 024 072.

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Policy, Basic Skills, Career Ladders, \*Change Strategies, \*Educational Change, Educational Environment, Educational Equity (Finance), Educational Finance, \*Educational Quality, Elementary Secondary Education, Kindergarten, Leadership Responsibility, Personnel Evaluation, Principals, School Size, State School District Relationship, Student Evaluation, Superintendents, Teacher Certification, Teacher Recruitment, Teacher Salaries, Vocational Education, Writing Instruction

Identifiers—\*Basic Education, \*Georgia

This report defines what is meant by quality basic education in Georgia and makes numerous recommendations for achieving it for all Georgians. The recommendations are that: (1) basic skills and general job skills be emphasized in vocational education; (2) the salary base for teachers be increased; (3) a five plateau teacher career ladder be introduced; (4) a leadership incentive/responsibility program be implemented; (5) all personnel be evaluated annually; (6) performance-based teacher certification be strengthened; (7) the student assessment program be expanded; (8) school and system evaluation be tightened and full public reporting guaranteed; (9) funding be increased for professional development and school board members added; (10) a weighted funding formula be introduced, recognizing differences between systems; (11) additional operating costs be acknowledged in funding; (12) links between school and statewide information systems be improved; (13) local funding for education be equalized; (14) mandatory, full day kindergarten be ensured; (15) reduced class size and performance incentives for teachers be introduced in compensatory education; (16) there be greater funding for computers in education; (17) all school superintendents be appointed rather than elected; (18) teacher and leadership preparation programs be developed; (19) differences in classroom requirements be recognized; (20) innovation be encouraged; (21) writing be made a priority; (22) school climate be improved; and (23) school size be adjusted to make schools cost-effective. (RDN)

**ED 253 625** UD 024 072

Priority for a Quality Basic Education. A Second Report to Governor Joe Frank Harris and the Georgia General Assembly.

Georgia Governor's Education Review Commission, Atlanta.

Pub Date—17 Dec 84

Note—37p.; For a related document, see UD 024 071.

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academically Gifted, Administrative Policy, Basic Skills, \*Change Strategies, Disabilities, \*Educational Change, Educational Finance, \*Educational Quality, Elementary Secondary Education, Leadership Responsibility, Parent Education, Postsecondary Education, Principals, Services, State School District Relationship, Teacher Effectiveness, Teacher Recruitment, Vocational Education

Identifiers—\*Basic Education, \*Georgia

This report deals with quality basic education in Georgia. It recommends that: (1) the definition of a quality basic education be periodically updated; (2) vocational education be updated to increase responsiveness to supply and demand and to strengthen the involvement of business and industry; (3) new teachers be attracted by targeting both entering college students and college graduates; (4) effective leaders be recruited; (5) extended contracts be offered to eligible personnel; (6) state, local, and regional responsibilities be established and monitored; (7) education for parents of preschoolers be provided; (8) gifted students be educated by establishing a state residential school and by enhancing existing programs; (9) further provisions be made for handicapped students; (10) the role of instructional support services be clarified and their availability throughout the state assured; (11) vocational education delivery structures be attended to; (12) a statewide plan for linkages between secondary and postsecondary vocational education be developed; (13) regional services be consolidated and re-



grouped; (14) expenditures and efficiency be monitored; and (15) financial incentives for effectiveness and efficiency be provided. A postscript addresses the importance of the human element, i.e., of effective teachers and administrators. A long appendix analyzes quality basic education, focusing on the basic skills needed in various subject areas. Two further appendices describe the proficiencies of effective teachers and of effective school leaders. (RDN)

ED 253 626 UD 024 073

Portes, Pedro R. And Others

Parent-Child Interaction Processes Related to Scholastic Achievement in Urban Elementary Children.

Pub Date—84

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Cognitive Ability, \*Cognitive Development, Elementary Education, \*Elementary School Students, Family Environment, Learning Processes, \*Mothers, \*Parent Child Relationship, Parent Role

In an attempt to identify parent-child interaction patterns that might differentiate bright from below-average elementary students, 16 high achievers and 16 low achievers were paired with their mothers and then videotaped whilst engaged in 3 sets of task situations, which involved copying of Block Design models and categorization of words and pictures. Behaviors were then scored along previously defined response categories and a discriminant analysis was conducted to identify interaction measures that differentiated between the mother-child pairs of high- and low-achieving children. The findings support studies showing that differences in parent stimulation are of greater importance for child achievement than differences in socioeconomic or educational status. Furthermore, the study isolates specific interactive processes that differentiate children's cognitive environments. Of all the process measures, the child's agreement with the mother made the greatest contribution to the determination of the discriminant function. This process variable requires the mother's involvement in information-processing functions related to problem-solving in order for the child to agree. Thus, the ability of the parent to deliver verbal directions, cues, and problem-solving strategies appears to be a significant characteristic associated with high-achieving students. Further research should examine the father's role, and parent training in guiding and stimulating children's cognitive development. (CMG)

ED 253 627 UD 024 075

Pearce, Diana M. And Others

Lessons Not Lost: The Effect of School Desegregation on the Rate of Residential Desegregation in Large Central Cities.

Pub Date—84

Note—34p.; May not reproduce well due to light type.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Busing, \*Desegregation Effects, Desegregation Methods, \*Neighborhood Integration, Racial Discrimination, Racial Integration, Regional Characteristics, \*School Desegregation, Statistical Analysis, Urban to Suburban Migration

The relationship between school desegregation and housing desegregation is the subject of this study, which used official census and school district data from the 25 central cities with black populations over 100,000 in 1980. Both school and housing desegregation were measured with the index of dissimilarity. Results show a clear correlation between school desegregation and housing desegregation. The southern cities, which typically experienced considerably more school desegregation than northern cities and at an earlier date, also experienced greater reduction in housing segregation. Other factors in addition to southern location may have caused both schools and housing to become desegregated, thus rendering the relationship between the latter two spurious. To test these possibilities, regression equations using region and five other variables were computed. The results do not suggest that the relationship between school desegregation and housing desegregation is spurious. Furthermore, a test of the hypothesis that school desegregation affects housing through white flight (in that the apparent increase in housing integration is really the middle stage of a city in massive racial transition)

shows little support for the hypothesis. It is argued that the results suggest that school desegregation is the most effective way of countering housing segregation, thus providing an additional rationale for school desegregation. Following the narrative, appendices present material dealing with the cities and variables examined. (CMG)

ED 253 628 UD 024 076

Report No. 4 to the United States District Court, District of Massachusetts on Boston School Desegregation, Volume I.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

Pub Date—1 Feb 85

Note—43p.; For related documents, see ED 236 277-278, ED 240 221-223, and UD 024 077.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Black Students, \*Compliance (Legal), \*Desegregation Plans, Discipline, Educational Facilities, Elementary Secondary Education, Equal Education, Minority Groups, Parent Participation, Racial Integration, \*School Desegregation, School Safety, Student Organizations, Student Placement, Student Transportation, Teacher Integration, Vocational Education

Identifiers—\*Boston Public Schools MA

This is the first of two volumes of the Fourth Monitoring Report on Boston Public School Desegregation, which was filed under court order. The report covers Boston Public School operations from June through November, 1984, and is based upon data collected by Massachusetts Department of Education monitors during that period. Volume I contains an executive summary of findings and recommendations in each of ten monitoring areas: (1) student assignments; (2) special desegregation measures; (3) bilingual education; (4) vocational and occupational education; (5) school facilities; (6) staff; (7) transportation; (8) safety and security; (9) student discipline; and (10) parent and student organizations. Although general compliance is reported in all of these areas, most are described as containing programs that continue to be problematic. The volume concludes with a brief discussion of dispute resolutions and proposed modifications to the court orders. (KH)

ED 253 629 UD 024 077

Report No. 4 to the United States District Court, District of Massachusetts on Boston School Desegregation, Volume II.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

Pub Date—1 Feb 85

Note—598p.; For related documents, see ED 236 277-278, ED 240 221-223, and UD 024 076.

Pub Type—Reports - Research (143)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Bilingual Education, Black Students, \*Compliance (Legal), \*Desegregation Plans, Discipline, Educational Facilities, Elementary Secondary Education, Equal Education, Minority Groups, Parent Participation, Racial Integration, \*School Desegregation, School Safety, Student Organizations, Student Placement, Student Transportation, Teacher Integration, Vocational Education

Identifiers—\*Boston Public Schools MA

This is the second of two volumes of the Fourth Monitoring Report on Boston Public School Desegregation, which was filed under court order. The report covers Boston Public School operations from June through November, 1984, and is based upon data collected by the Massachusetts Department of Education during that period. Ten reports, each covering a different monitoring area, are included. Each report contains a summary of relevant court requirements, findings, conclusions or recommendations, and support documentation (letters, statistics, and/or memoranda in support of specific findings). The following areas are evaluated: (1) student assignments; (2) special desegregation measures; (3) bilingual education; (4) vocational and occupational education; (5) school facilities; (6) staff; (7) transportation; (8) safety and security; (9) student discipline; and (10) parent and student organizations. Following the reports are two sections on dispute resolutions and proposed modifications to the court orders. These also contain support documentation. In general, this document reveals mixed compliance in each of the monitoring areas. (KH)

ED 253 630 UD 024 078

Ge, Marguerite Mitchell, Denise

Women of Color and Pay Equity.

National Committee on Pay Equity, Washington, DC; National Inst. for Women of Color, Washington, DC.

Pub Date—83

Note—7p.

Pub Type—Numerical/Quantitative Data (110)—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Employment Patterns, \*Equal Opportunities (Jobs), Family Income, \*Females, \*Minority Groups, Poverty, Racial Differences, Racial Discrimination, \*Salary Wage Differentials, Sex Discrimination

Pay equity is the most important issue affecting all women (but especially women of color) seeking economic equity in the workplace. Over the last two decades, the earnings of White women as a percentage of the earnings of White men have remained constant at about 60%. The wages of women of color, on the other hand, increased dramatically (as a percentage of White men's earnings) during the period of 1955-75, only to settle at about 55% in the last decade. Despite this increase, women of color, who account for the highest percentage of female-headed, single parent households, also account for the highest percentage of families living in poverty. By 1977, a woman heading a family was 5.7 times more likely to be poor than a man, and a Black woman was 10.5 times more likely (and a Hispanic woman 11 times more likely) to be poor than a White man. One major reason for women's low earnings is their concentration in a relatively few job categories (mainly clerical and service work) with low wages. Increasingly women of color are moving into the same occupations as White women. Increasing numbers of Black women, for example, are shifting from blue-collar, operative work to white collar work and almost one-third of women workers in nearly every racial and ethnic group are now employed in clerical occupations. (The remainder of this fact sheet, which includes five statistical tables, briefly outlines the goals of the National Institute for Women of Color and the National Committee on Pay Equity.) (KH)

ED 253 631 UD 024 079

Odom, Boyd D.

A Community of Believers. Fourth Anniversary Report.

Atlanta Partnership of Business & Education, Inc., GA.

Pub Date—85

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College School Cooperation, \*Community Involvement, \*Cooperative Programs, Educational Objectives, Elementary Secondary Education, Higher Education, \*Program Development, \*School Business Relationship, School Community Relationship

Identifiers—Adopt a School, \*Atlanta Partnership of Business and Education Inc

This report describes the Atlanta Partnership of Business and Education, Inc., a community-wide organization that promotes the improvement of education through the collaboration of public schools, colleges, and businesses. The paper is in three parts. Part I provides an overview of the Partnership's history (since it was granted a charter in 1981) and purposes. The organization's goal is to improve the quality of life for the people of their area by improving their educational level, and its function is to disseminate materials and provide technical assistance on a local, state, and (most recently) national level. The nine points of the organization's national position are tabulated. Part II reprints the Second Anniversary Report (first published in 1983). This discusses the group's underlying philosophy, lists important participating organizations and individuals, and describes the Partnership's activities as those of a kind of brokerage firm, offering communication, coordination, and consultation to school-business partnerships. Part III assesses the current status of the Partnership. Objective statistical data from 1984 are compared with 1982 data, and recent developments are summarized. Included in appendices are 1982 and 1984 organizational charts, programmatic charts, and lists of officers, participating organizations, and Atlanta Board of Education members. (KH)

ED 253 632 UD 024 080

Waggoner, Dorothy

# Language Minority Children at Risk in America: Concepts, Definitions and Estimates.

National Council of La Raza, Washington, D.C.  
Pub Date—Oct 84

Note—19p.

Pub Type—Information Analyses (070)—Reports  
—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Definitions, Elementary Secondary Education, \*English (Second Language), Government Role, \*Language Proficiency, Language Research, Language Skills, Limited English Speaking, \*Minority Groups, \*Needs Assessment, \*Second Language Instruction, Student Needs, Surveys

Differences in definitions (and underlying concepts) of "language-minority children at risk" and how these differences affect the results of research on the numbers needing special services are examined in this document. Citing the 1974 Amendments to the Bilingual Education Act as the beginning of a Federal effort to estimate the numbers and particular needs of students lacking in English proficiency, the paper focuses on four subsequent surveys: the 1976 Survey of Income and Education; the 1978 Children's English and Services Study; the 1980 Census; and the 1982 English Language Proficiency Study (ELPS). Discussion centers on the studies' varying notions concerning the impact of mother tongue, ethnicity, and socioeconomic status on a child's ability to learn a second language. In general, language background and usage are imperfectly related to English language proficiency. To assure that the needs of all limited-English-proficient language-minority children are met, definitions which are not restricted by concepts of language dominance or usage, and methods of identification which are not limited to the examination of English-speaking skills, must be used. The ELPS offers a new and powerful tool to update the estimates of the number of language minority children. The paper concludes with a list of sources of additional information. (KH)

ED 253 633 UD 024 083

Albino, Isidora, Ed. Davila, Sonia, Ed.

Perceptivas Pedagógicas. Documentos-Ponencias Y Ensayos Proyecto Teacher Corps, Ciclo XII (Pedagogical Perspectives. Documents, Papers and Essays, Teacher Corps Project, Cycle XII).

Puerto Rico Univ., Rio Piedras. Coll. of Education.  
Pub Date—83

Note—250p.; For individual English language papers, see UD 024 084-091.

Language—Spanish; English

Pub Type—Books (010)—Opinion Papers (120)  
—Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Bilingual Education, Cognitive Style, Culture Conflict, Curriculum Development, \*Educational Methods, \*Educational Theories, Elementary Secondary Education, English (Second Language), Higher Education, Learning Theories, Mathematics Instruction, Multicultural Education, Native Language Instruction, Nonverbal Communication, Program Evaluation, \*Puerto Ricans, Science Instruction, Second Language Instruction, Spanish, Special Education, Student Needs, Teacher Education, Transfer of Training  
Identifiers—\*Puerto Rico

The purpose of this book is to stimulate ideas leading to a sharing of approaches, strategies, and methodologies applicable to the education of Puerto Ricans. Following introductory material, 18 papers are presented, the first 10 of which are in Spanish. Titles and authors are: (1) "El maestro que Puerto Rico necesita," Leonides Santos Vargas; (2) "La profesionalización de la enseñanza universitaria," Leonides Santos Vargas; (3) "Estilos de aprendizaje," Ramon Claudio Tirado; (4) "El insumo de la evaluación en programas de educación en servicio," Jose Ruiz Vega; (5) "La consultoría mediadora: técnica moderna de orientación para implementar un programa de Mainstreaming," Juan M. Morales Vega; (6) "Transculturation e interferencia lingüística en el Puerto Rico contemporáneo: cuestiones de método," Humberto Lopez Morales; (7) "Enseñanza de la lengua materna," Carmen Turuli; (8) "La enseñanza de los procesos de la ciencia en la escuela elemental," Eduardo Morales Garcia; (9) "Que significa volver a lo basico en la enseñanza de las matemáticas," Nilda Garcia Santiago; (10) "Resolución de problemas," Nilda Garcia Santiago; (11) "Intellectualism in Pedagogical Schools," B. Othanel Smith; (12) "Three Theories of Learning and Their Implications for

Teachers," Aura I. Ramirez; (13) "Linguistics and the Teaching of the Spanish Language in Puerto Rico," Sonia I. Davila; (14) "Teaching ESL from the Right Hemisphere of the Brain," Carmen Judith Nine Curt; (15) "Learning a Second Language," Shirley A. Torres; (16) "The Wisconsin Design for Reading Skill Development and Transfer of Comprehension Reading Skills in Bilingual Education," Sonia I. Davila; (17) "Hispanic-Anglo Conflicts in Non-Verbal Communication," Carmen Judith Nine Curt; and (18) "Plan for the Implementation of a Multicultural Education Component with an Inter-Disciplinary Approach at the College of Education of the University of Puerto Rico," Isidora Albino Serrano. (KH)

ED 253 634 UD 024 084

Smith, Othanel B.

Intellectualism in Pedagogical Schools.

Puerto Rico Univ., Rio Piedras. Coll. of Education.  
Pub Date—83

Note—11p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perceptivas Pedagógicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Change, Educational Philosophy, \*Educational Quality, Educational Researchers, Higher Education, Intellectual Disciplines, \*Schools of Education, \*Teacher Education, \*Teacher Education Curriculum, \*Teacher Educators

Identifiers—Puerto Rico

There are three types of scholars in schools of education: (1) scientists, who are primarily concerned with instrument development, research design and method, and the application of these to the study of teaching and to nonschool influences on the development of children and youth; (2) theorists, who concern themselves with the philosophy, social foundations, and history of education; and (3) clinicians, who are less concerned with concepts and principles, and mainly interested in helping teachers acquire pedagogical skills. All too often, today, these groups function in isolation from one another, even though the intellectual development of educational faculties depends upon communication between them. To correct this situation, a thoroughgoing modification of the program of teacher education is required. Basic courses in psychology, measurement, curriculum, and other areas should routinely require students to apply their learning in laboratory work. This arrangement would involve clinicians in the teaching of basic courses, and would provide a number of other advantages. The unfocused, non-clinical education curriculum of today results from our seeing teacher education as primarily theoretical, as general education, and as graduate study. Only when the theorists, researchers, and clinicians begin to focus their intellectual energies on the professional training function of schools of education will the intellectual life of these schools be revitalized. (KH)

ED 253 635 UD 024 085

Ramirez, Aura I.

Three Theories of Learning and Their Implications

for Teachers.

Puerto Rico Univ., Rio Piedras. Coll. of Education.  
Pub Date—83

Note—16p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perceptivas Pedagógicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Information Analyses (070)—Reports  
—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Development, Educational Psychology, Educational Theories, Elementary Secondary Education, Learning Processes, \*Learning Theories, \*Operant Conditioning, Reinforcement, \*Teaching Methods  
Identifiers—\*Field Theory, Lewin (Kurt), Piagetian Theory, Skinner (BF)

Currently, three theories of learning dominate classroom practice. First, B.F. Skinner's Theory of Operant Conditioning states that if behavior, including learning behavior, is reinforced, the probability of its being repeated increases strongly. Different types and schedules of reinforcement have been studied, by Skinner and others, and the programmed instruction system has resulted. This has yielded some success, but other research has shown that efforts to reinforce responses do not always work with all students. Second, Kurt Lewin's Cognitive Field Theory defines reality as the interpretations a person makes of self and surroundings

as he or she interacts with them. Doing must be accompanied by a realization of the consequences and, thus, a teacher should be most concerned with producing personal involvement in the students, helping them to see a need to learn. Unfortunately, despite some helpful implications for teaching, Field Theory has little value in predicting what learning will occur under what conditions. Finally, Jean Piaget's Theory of Cognitive Development holds that thinking develops in a sequence of stages. Since it is assumed that children reason differently from adults, the teacher must try to see things from the child's point of view, which involves the difficult task of assessing the level and type of thinking of each child. Skinner, Lewin, and Piaget differ in their basic assumptions, but their work can be of great use to the teacher who employs common sense and the knowledge gained from classroom experience. (KH)

ED 253 636 UD 024 086

Davila, Sonia I.

Linguistics and the Teaching of the Spanish Language in Puerto Rico.

Puerto Rico Univ., Rio Piedras. Coll. of Education.

Pub Date—83

Note—21p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perceptivas Pedagógicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Information Analyses (070)—Reports

—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Applied Linguistics, Language Acquisition, \*Linguistic Theory, \*Native Language Instruction, Puerto Ricans, \*Spanish, Structural Grammar, \*Teaching Methods, Transformational Generative Grammar

Identifiers—\*Puerto Rico

This paper provides an overview of recent developments in the science of linguistics, and considers their relevance to the teaching of Spanish in Puerto Rico. First, three significant trends are explained and summarized: (1) structuralism, which emphasizes phonetics, pattern, and distribution, and rejects meaning as a tool of analysis; (2) transformationalism, which assumes the existence of two general linguistic levels, "deep" and "surface," and (3) the study of language acquisition, which attempts to understand the process whereby children achieve fluent control of their native language. Following this broad overview, research findings which have applied linguistics research to Spanish instruction are summarized. Data is described showing that the pervasive loyalty toward Castilian Spanish should be reoriented to develop acceptance of language variations such as regionalism, dialectism, and students' idiolects. Additionally, findings are outlined which suggest that a descriptive attitude and a comprehensive view toward language should take precedence over the prescriptive attitude toward language teaching. Words, it is argued, should be learned in context, by association, and should be functional. Various principles are outlined to support the assertion that Spanish grammar instruction should have a strong theoretical foundation. Finally, among other prescriptions and considerations, teachers are encouraged to develop their own personal philosophy of language teaching. (KH)

ED 253 637 UD 024 087

Curt, Carmen Judith Nine

Teaching ESL from the Right Hemisphere of the Brain.

Puerto Rico Univ., Rio Piedras. Coll. of Education.

Pub Date—83

Note—18p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perceptivas Pedagógicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cerebral Dominance, Classroom Environment, Cultural Differences, \*Cultural Traits, Elementary Secondary Education, Emotional Response, \*English (Second Language), Puerto Ricans, \*Second Language Instruction, \*Teacher Student Relationship  
Identifiers—\*Puerto Rico

Based on the idea that the brain consists of hemispheres which control different types of behavior, this paper argues that the Puerto Rican school system is deteriorating because its emphasis on left hemisphere (quantitative) activities does not synchronize with Puerto Rico's cultural orientation toward the right hemisphere (qualitative activities).

A chart is presented which enumerates features of the Puerto Rican school system according to left hemisphere activities. But Puerto Rican students, it is said, typically react negatively to English as a second language classes that are taught with a left hemisphere orientation, without positive feelings and warmth. Thus, advice is given on incorporating feelings and emotions into ESL teaching. Teachers are encouraged to establish an "intimate classroom atmosphere," and research findings are summarized in support of this idea. Four appendices are included: a diagram of the brain's hemispheres; a survey instrument used to gather students' feelings toward English classes; a poem; and song lyrics about living and changing. (KH)

ED 253 638 UD 024 088

Torres, Shirley A.

**Learning a Second Language.**

Puerto Rico Univ., Rio Piedras. Coll. of Education. Pub Date—83

Note—12p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perspectivas Pedagogicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Children, Elementary Secondary Education, Language Research, Learning Strategies, \*Learning Theories, Preschool Education, Second Language Instruction, \*Second Language Learning, \*Student Motivation, Teacher Role, \*Teaching Methods, \*Transfer of Training

This paper presents an overview of research literature on second language learning in children. Theories regarding these aspects of second language acquisition are summarized: (1) developmental stages of language acquisition; (2) the role of imitation and practice; (3) differences between oral and written language skills; (4) the ways in which strategies acquired while learning the first language can affect, positively or negatively, the acquisition of a second; (5) teaching methods in second language learning; and (6) the significance of learners' motivation. In conclusion, the paper argues that the most important factor in second language acquisition and development may be the presence of a teacher with a sincere interest in what the learner has to say: how the learner speaks and writes can be improved by different means, but the important thing is successful communication. (KH)

ED 253 639 UD 024 089

Davila, Sonia L.

**The Wisconsin Design for Reading Skill Development and Transfer of Comprehension Reading Skills in Bilingual Education.**

Puerto Rico Univ., Rio Piedras. Coll. of Education. Pub Date—83

Note—17p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perspectivas Pedagogicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, Elementary Education, English (Second Language), Individualized Instruction, \*Reading Comprehension, Reading Instruction, \*Reading Skills, Second Language Instruction, \*Skill Development, Spanish, \*Transfer of Training

Identifiers—\*Wisconsin Design for Reading Skill Development

The Wisconsin Design for Reading Skill Development (WDRS) is primarily an instructional management model in reading, which can be used in both English and bilingual classrooms. The Design, which presents an objective-based, skill-centered approach to reading instruction, conforms to the concept of individually guided education. It is organized in six broad skill areas: word attack, study skills, comprehension, self-directed reading, interpretive reading, and creative reading. For each skill area, the following are provided: instructional and behavioral objectives; assessment procedures; teacher materials and activities identified and organized by objectives; guidelines for implementation of the Design; and teacher planning guides. Pupil profile cards are also provided. Following the general description of the WDRS, this paper presents a more detailed description of the Design's reading comprehension component. This is followed by a discussion of new trends and theoretical bases concerning reading comprehension and transfer of Spanish-English reading skills, and their implications for bilingual education. Arguing that the research shows that reading comprehension skills will

be developed and transferred in and between a first and second language if the bilingual reading curriculum is truly skill-based, the paper ends by proposing that the WDRS is a useful tool for this purpose. (CMG)

ED 253 640 UD 024 090

Curt, Carmen Judith Nine

**Hispanic-Anglo Conflicts in Non-Verbal Communication.**

Puerto Rico Univ., Rio Piedras. Coll. of Education. Pub Date—83

Note—17p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perspectivas Pedagogicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Anglo Americans, Body Language, Communication Problems, \*Cultural Differences, Cultural Traits, \*Culture Conflict, English (Second Language), Higher Education, \*Nonverbal Communication, Personal Space, Puerto Rican Culture, \*Puerto Ricans, Second Language Instruction, Sex Role, Social Class, Teaching Methods

The problem of Hispanic-Anglo conflicts in non-verbal communication is approached in this paper from the perspective of a teacher of English and Spanish as second languages, using largely anecdotal and often autobiographical data. Specific cross-cultural differences between Hispanics (Puerto Ricans, Dominicans and Cubans) and Anglos in the area of kinesics are documented: contrasts in moving (dancing and walking); in patterns of gazing and touching; in acceptable spatial distance; and in group bonding. McLuhan's distinction between the Western preference for left hemisphere (of the brain) activities and the Mediterranean and Third World preference for right hemisphere activities is built into the argument. Several nonverbal markers of social class that pose conflicts for Puerto Ricans when they move into the Anglo world are pinpointed: attire; education; voice; and hair. And finally, the integration of nonverbal communication into the author's ESL course and attempts to instill in students an awareness of their Puerto Rican culture are detailed. (RDN)

ED 253 641 UD 024 091

Serrano, Isidra Albino

**Plan for the Implementation of a Multicultural Education Component with an Inter-Disciplinary Approach at the College of Education of the University of Puerto Rico.**

Puerto Rico Univ., Rio Piedras. Coll. of Education. Pub Date—83

Note—22p.; In: Albino, Isidora, Ed.; Davila, Sonia, Ed. *Perspectivas Pedagogicas*. Universidad de Puerto Rico, 1983 (UD 024 083).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education Programs, Cultural Pluralism, \*Curriculum Development, Educational Objectives, Higher Education, \*Interdisciplinary Approach, Intergroup Relations, Migrant Education, \*Multicultural Education, Program Evaluation, Program Implementation, \*Puerto Ricans, \*Teacher Education Curriculum

Identifiers—\*University of Puerto Rico

This document describes the planning of an interdisciplinary, gestalt-oriented, multicultural education component at the University of Puerto Rico's College of Education. The document defines multicultural education, details the rationale behind the project, and explains why it will use two instructional models—intergroup relations, and the bilingual-bicultural model. The document also describes the college's commitment to the plan, its goals and general objectives, and implementation tactics at various administrative levels. In conclusion, the document provides a time frame and describes the envisaged evaluative procedures. (RDN)

ED 253 642 UD 024 093

Madhere, Serge Walker, Elaine

**Relationships of Social Background to Classroom Experience and Academic Abilities: A Model for Academic Development.**

Pub Date—Feb 85

Note—32p.; Paper presented at the Eastern Educational Research Association Conference (Virginia Beach, VA, February 1985).

Pub Type—Reports - Research (143)—Speeches/

**Meeting Papers (150)**

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Ability, \*Academic Achievement, \*Affective Behavior, Basic Skills, Classroom Environment, Cognitive Development, Cultural Background, Elementary Secondary Education, Interpersonal Competence, Models, Sex Differences, \*Social Background, Social Differences, Socialization

This study delineates the relationships between social background, classroom experience, and academic abilities. Classroom experience is mainly judged in terms of students' affective dispositions. The objective is to clarify how these dispositions are shaped by the personal and situational factors in a child's social background, and then how they, in turn, shape academic achievement. Two types of affective dispositions are considered: first, a student's inclination or ability to apply himself/herself to the classroom tasks; second, a student's ability to get along with the teacher and classmates. In the first stage of the analysis, these characteristics are specifically related to a student's gender, ethnic membership, his/her neighborhood socioeconomic status, and the type of school (public or private) he/she attends. In the second stage of the inquiry, these socio-personal attributes, along with the affective dispositions and previous academic performance, are used to predict achievement in vocabulary, reading comprehension, computation, and problem-solving. An effort is made to integrate all these variables into a canonical model of adjustment to school. (Author/RDN)





# Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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**Descriptor** \_\_\_\_\_ **Microcomputers**  
**Title** \_\_\_\_\_ **Public Education and Electronic Technologies.**  
ED 226 725 \_\_\_\_\_ **Accession Number**

**Identifier** \_\_\_\_\_ **National Assessment of Educational Progress**  
**Title** \_\_\_\_\_ **Reading, Science, and Mathematics Trends. A Closer Look.**  
ED 227 159 \_\_\_\_\_ **Accession Number**

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Ronald McDonald pregunta: "Puedes decir: 'dostordodepuracarnederesalsaspecialtechugagueso pepinillosycebollasenunpanconsemillasdeajonjolí'" (Ronald McDonald Asks: "Can You Say: 'Two-All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-On-A-Sesame-Seed-Bun?' Activities in Spanish).

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Ronald McDonald dit: "Tout le monde connaît: Deux-tout-à-la-fois saucisse spéciale à la fraise, poignons dans un triple pain rond recouvert de grains de sésame" (Ronald McDonald Says: "Everyone Knows: Two-All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-on-a-Sesame-Seed Bun").

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Ronald McDonald dit: "Tout le monde connaît: 'Deux steakshakes sauce spéciale salade de fromage oignons dans un triple pain rond recouvert de grains de sésame'" (Ronald McDonald Says: "Everyone Knows: Two All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-on-a-Sesame-Seed Bun").

ED 253 047

Ronald McDonald pregunta: "Puedes decir: 'dos tortas de puerco carne de res con salsa especial de chagües o pepinillos y cebollitas en un pan con semillas de ajonjolí'" (Ronald McDonald Asks: "Can You Say: 'Two All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-On-A-Sesame-Seed-Bun?' Activities in Spanish).

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hm Study Skills Program, Level I. Student Text.

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How the Flowers Came to Be.

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An Introduction to Your College Library: Making It Work for You.

ED 253 254

Library Skills. A Self-Paced Program in the Use of Stockton State College Library. Workbook, Handbook, and Program.

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Long Term Care Aide/Homemaker. Resource Handbook.

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Looking Around = No Yo Pasa.

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Okla Apilaci = Helpers of the People.

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Peru, People and Plants.

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Ronald McDonald dit: "Tout le monde connaît: 'Deux steak-hachés avec des légumes, une salade de tomates, des cornichons, du ketchup et du pain grillé' (Ronald McDonald Says: 'Everyone Knows: Two All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-on-a-Sesame-Seed Bun')." (Ronald McDonald Says: "Can You Say: 'Two All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-On-A-Sesame-Seed-Bun?' Activities in Spanish).

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Ronald McDonald pregunta: "Puedes decir: 'dos tortas de puerco con carne de res, una especial de chugagües, pepinillos, cebolla en un pan con semillas de ajonjolí'?" (Ronald McDonald Asks: "Can You Say: 'Two All-Beef-Patties-Special-Sauce-Lettuce-Cheese-Pickles-Onions-On-A-Sesame-Seed-Bun?' Activities in Spanish).

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# THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

## ADAPTIVE TESTING

- Feb. 1984  
SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items  
UF Flexilevel Testing  
Response Contingent Testing  
Stradative Testing  
Tailored Testing

## Aerobic Dance

USE AEROBICS; DANCE

## AEROBICS

- Jun. 1984  
SN System of physical conditioning focused on expanding cardiovascular capacity through vigorous exercise and high oxygen intake

## AIR TRAFFIC CONTROL

- Jan. 1985  
SN Scheduling and monitoring the flow of air traffic at airports, during approaches, and en route

## ALTERNATIVE ENERGY SOURCES

- Oct. 1984  
SN Sources of energy other than conventional fossil fuels (petroleum, coal, natural gas) or nuclear fission/fusion (note: see also related identifiers such as "Renewable Resources" and "Synthetic Fuels")

## ANDRAGOGY

- Mar. 1984  
SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness  
UF Androgogy

## AQUATIC SPORTS

- Jan. 1985  
UF Water Sports

## BADMINTON

Jan. 1984

## BIOETHICS

- Jan. 1985  
SN Discipline dealing with the moral and social implications of practices and developments in the biological sciences and medicine

## Budget Cuts

USE BUDGETING; RETRENCHMENT

## Church State Separation

USE STATE CHURCH SEPARATION

## CLIENT CHARACTERISTICS (HUMAN SERVICES)

- Oct. 1984  
SN Distinguishing traits or qualities of persons who engage the assistance of human service workers (counselors, psychologists, physicians, nurses, social workers, etc.)  
UF Client Background (Human Services)

## Computer Programs (Del Jun84)

USE COMPUTER SOFTWARE

## COMPUTER SOFTWARE

- Jun. 1984  
SN Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101 and should not be used except as the subject of a document—this restriction was not carried prior to Jun84 under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware")  
UF Computer Program Documentation  
Software (Computers)

## Computerized Adaptive Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Adaptive Testing" as USE Reference)

## Computerized Tailored Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

## Conference Skills (Communication)

USE COMMUNICATION SKILLS

## CONSERVATISM

- Jan. 1985  
SN Philosophy or disposition that generally supports the preservation or reinstatement of traditional values and statuses in social or political affairs

## COURSEWARE

- Jun. 1984  
SN Computer software and accompanying documentation written for instructional applications (note: prior to Jun84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")  
UF Instructional Software

## DATA ANALYSIS

- Jul. 1966  
SN (Scope Note Changed) Preparation of factual information items for dissemination or further treatment (includes compiling, verifying, ordering, classifying, and interpreting)

## DATA INTERPRETATION

- Jan. 1985  
SN Explanation of the meaning, implications, or limitations of factual information

## DISLOCATED WORKERS

- Mar. 1984  
SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations  
UF Disemployment  
Displaced Workers

## DIVING

- Jan. 1985  
SN Plunging into water in a prescribed manner (note: do not confuse with "Underwater Diving")  
UF Platform Diving  
Springboard Diving  
Tower Diving

## DOCUMENTATION

- Jul. 1966  
SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

## Drawing (Computerized)

USE COMPUTER GRAPHICS

## Drawing (Freehand)

USE FREEHAND DRAWING

## Drawing (Precision Draft)

USE DRAFTING

## EARLY RETIREMENT

- Mar. 1984  
SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

## EDUCATIONAL ASSESSMENT

- Jan. 1974  
SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

## ENDANGERED SPECIES

- Oct. 1984  
SN Plants or animals in danger of extinction

## ENERGY EDUCATION

- Jan. 1985  
SN ("Energy Education (Conservation)" deleted as USE Reference)  
SN Learning/teaching activities, often interdisciplinary in nature, that focus on such topics as energy resources, conversions, conservation, forms, uses, and issues—includes both general and technical educational programs

## FAMILY HISTORY

- Jan. 1985  
SN History that identifies or traces the structure, size, membership, customs, ethnicity, migration, socioeconomic status, biological characteristics, or lineal descent of a family or families

## FAMILY VIOLENCE

- Oct. 1984  
SN Injurious or abusive physical force among members of a family or household  
UF Domestic Violence (Family)

## FENCING (SPORT)

- Jan. 1984  
UF Epee Fencing

## GENEALOGY

- Jan. 1985  
SN History or account of lineal descent from an ancestor or ancestors  
UF Ancestral Lineage  
Family Trees

## GEOTHERMAL ENERGY

- Oct. 1984  
SN Power derived from the earth's heat

## GESTALT THERAPY

- Jan. 1985  
SN Form of psychotherapy focusing on the totality of the individual's current functioning and relationships rather than on past experiences or developmental history—individual or group techniques are designed to elicit spontaneous feelings and self-awareness

## HABITUATION

- Oct. 1984  
SN Progressive decrease in responsiveness to repetitive stimuli (note: for drug habitation, use "Drug Abuse" or "Drug Addiction")

## HANDICAP DISCRIMINATION

- Jan. 1984  
SN Restriction or denial of rights, privileges, and choice because of physical, mental, or sensory impairment

## HAZARDOUS MATERIALS

- Oct. 1984  
SN Ignitable, corrosive, infectious, reactive, or toxic materials that pose a present or potential threat to living things  
UF Dangerous Materials

## Hazardous Wastes

USE HAZARDOUS MATERIALS; WASTES

## HELPING RELATIONSHIP

- Nov. 1970  
SN (Scope Note Changed) Relationship characterized by the provision of assistance—helping behavior may be one-sided or reciprocal

## High Technology

USE TECHNOLOGICAL ADVANCEMENT

## HOLIDAYS

- Oct. 1984  
SN Days set aside for commemorating historical, cultural, religious, or other special events—often marked by cessation of ordinary work or school activity (note: if appropriate, use the more specific term "Religious Holidays")

## HOME HEALTH AIDES

- May 1971  
SN (Scope Note Added) Workers who, under professional supervision, provide routine health/personal care and housekeeping services in homes of disabled, ill, or elderly clients

## Illegal Immigrants (Del Feb84)

USE UNDOCUMENTED IMMIGRANTS

## INFERENCES

- Jan. 1985  
SN Judgments or conclusions derived from premises or evidence (note: see also such identifiers as "Causal Inferences," "Transitive Inferences," and "Social Inferences")

## Inhalation Therapists (Del Jan85)

USE RESPIRATORY THERAPY; THERAPISTS

## INSTRUCTIONAL MATERIAL EVALUATION

- Jun. 1984  
SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)

**LANGUAGE SKILL ATTRITION** Jan. 1985

SN The loss of native or second language skills due to discontinued use (note: do not confuse with "Language Handicaps")

UF Language Attrition (Skills)  
Language Loss (Skills)

**LIBERALISM**

SN Philosophy or disposition that seeks to use social and political institutions to foster human development and well-being—originally advocated freedom from government encroachment, but currently endorses government intervention when necessary to ensure individual welfare

**LOGARITHMS**

SN Exponents that indicate the power to which base numbers are raised to produce given numbers

**MARITIME EDUCATION**

SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

**MARXIAN ANALYSIS**

SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)

UF Marxist Criticism

**MARXISM**

SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society

UF Dialectical Materialism

**MEDIA ADAPTATION**

SN Modification of existing information and materials to meet alternative needs

UF Educational Media Adaptation  
Instructional Material Adaptation  
Material Adaptation

**MINERALOGY**

SN Science dealing with minerals, including their distribution, identification, and properties

**MINERALS**

SN Solid homogeneous chemical elements or compounds, usually with characteristic crystalline properties, that result from inorganic processes of nature

**MONTE CARLO METHODS**

SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

**NATURALISTIC OBSERVATION**

SN Observation of behaviors and events in natural settings without experimental manipulation or other interference

**NONTENURED FACULTY**

SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure

UF Nontenured Teachers  
Untenured Faculty

**OCEANOGRAPHY**

SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

**OUTLINING (DISCOURSE)**

SN The sequential enumeration in condensed form of the main ideas and supporting details of written or spoken material

**Parenting**

USE CHILD REARING

**PARENTING SKILLS**

SN Child rearing skills used by parents or other primary caregivers

UF Parent Skills

**PARTICIPANT OBSERVATION**

SN Observation in which the investigator participates in the situation being studied

**PHENOMENOLOGY**

SN Study of reality in terms of individual perceptions or conscious experiences at any moment, without external interpretation and judgment

**PLATE TECTONICS**

SN Branch of geophysics and seismology concerned with continental movements, based on the theory that the earth's surface is comprised of vast crustal blocks that float across the mantle, with seismic activity and volcanism occurring primarily along the periphery of these blocks

**PREPOSITIONS**

SN (Scope Note Added) Persons who assist in the care and treatment of mentally ill patients in psychiatric facilities, working under the direction of nursing and medical staff

**PSYCHIATRIC AIDES**

SN (Scope Note Added) Persons who assist in the care and treatment of mentally ill patients in psychiatric facilities, working under the direction of nursing and medical staff

**RACQUET SPORTS**

UF Racket Sports

**RACQUETBALL**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

**RELIGIOUS HOLIDAYS**

UF Holy Days

**RESEARCH PAPERS (STUDENTS)**

SN Extended written exercises required of students, usually involving collection of primary or secondary data through research, and careful documentation and organization (note: do not confuse with "Theses" or "Practicum Papers")

UF Term Papers

**RESPIRATORY THERAPY**

SN Diagnosis and treatment of cardiopulmonary deficiencies or abnormalities through the use of breathing methods and apparatus, and the administration of gases and aerosols

UF Oxygen Inhalation Therapy

**RESUMES (PERSONAL)**

SN Summaries of individual experience and qualifications, typically submitted as part of the job application process

UF Curriculum Vitae  
Vitae

**ROBOTICS**

SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control

UF Industrial Robotics  
Robots

**ROLE OF EDUCATION**

SN Functions of education, real or expected, in regard to the individual and the society at large (note: use a more precise term if possible)

**UF Education Role**

(Former USE Reference "Educational Role" was deleted)

**SAILING**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

**SMALL ENGINE MECHANICS**

SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

**STUDENT TEACHER ATTITUDES**

SN Attitudes of, not toward, student teachers

**Student Teacher Ratio (Del Dec 84)**

USE TEACHER STUDENT RATIO

**Student Teacher Relationship (Del Dec84)**

USE TEACHER STUDENT RELATIONSHIP

**SUGGESTOPEDIA**

SN Method of teaching, developed by Georgi Lozanov, in which relaxed concentration is combined with synchronized music and rhythmic presentation to tap the unconscious reserves of the mind and thereby accelerate learning—originally applied in language courses, but since expanded to a variety of learning tasks

UF Lozanov Method

**SURFING**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

**SURGICAL TECHNICIANS**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

**TEACHER STUDENT RATIO**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

**TEACHER STUDENT RELATIONSHIP**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

UF Student Teacher Interaction  
Teacher Student Interaction

**TEAM SPORTS**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation

**TERRORISM**

SN Threat or use of violence against a population or government to achieve social or political ends

**TODDLERS**

SN Approximately 1-3 years of age

**UNDERWATER DIVING**

SN Deep Sea Diving  
Scuba Diving  
Skin Diving

**UNDOCUMENTED IMMIGRANTS**

SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas

UF Alien Illegality  
Illegal Aliens  
Immigrant Illegality

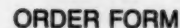
**Undocumented Workers**

USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS

**WATER POLO**

SN (Scope Note Added) Technical assistants on a surgical team who arrange supplies and instruments in the operating room, maintain antiseptic conditions, prepare patients for surgery, and assist surgeons during the operation





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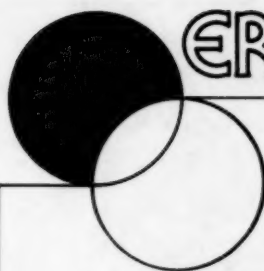
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